Yukon
Government

2005 Yukon Parent Education Workshop Review

Report on the results of the
'For the Sake of the Children' Participant Survey
and
Family Law Lawyer Questionnaire and Follow-up Focus Group

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Yukon Parent Education Workshop Review

This report discusses the main design, methodology, and preliminary findings of the 2005 Yukon Parent Education Workshop (PEW) Review, which examined the effectiveness of the current 'For the Sake of the Children' workshop for parents experiencing separation and divorce.

1. Background and Rationale

The purpose of the Review is to fulfill a federal government funding requirement for evaluation of programs and services that receive funding from the Child-Centered Family Justice fund. Major, ongoing activities that provide a service to the public (such as the Yukon 'For the Sake of the Children' workshop) require surveys every five years to continually assess the success of the program in terms of its' meeting the goals and objectives outlined in the Results-based Management and Accountability Framework (RMAF) plan.

The Yukon 'For the Sake of the Children' workshop is a supportive information program for parents experiencing separation or divorce. The workshop is designed to provide the type of information parents need:

- To help them understand what they are going through, both legally and emotionally; and
- To help them cope with and adjust to separation so they can, in turn, help their children adjust.

A major function of this review was to explore the underlying premise of the workshop that separation is an adult issue. Children do not make the decision to separate, yet they are greatly affected by that decision. The effect of separation on children largely depends on how parents manage their post-separation relationships.

Research and experience show that it is parental conflict which causes the most harm to children, not the separation itself. The 'For the Sake of the Children' workshop looks at ways to reduce the conflict between parents and the stress they experience. It focuses on helping parents help their children.

The Yukon Department of Justice, in partnership with the Women's Directorate and the Yukon Departments of Health and Social Services and Education, developed its 'For the Sake of the Children' program using the Manitoba model. It first contracted with Partners for Children, a local service organization, to organize and facilitate the sessions and to train additional facilitators from other organizations to deliver the program (Subsequently, the Department of Justice contracted with both Partners for Children and Yukon Family Services Association; now it is only contracted with Yukon Family Services Association). The program is facilitated by a social worker and a lawyer, and has been presented to parents six to eight times per year. Separate information sessions have also been held for judges, lawyers and community service providers.

The content of the 'For the Sake of the Children' parent education workshop includes:

- The process and impacts of separation and divorce on children;
- Legal information about separation and divorce;

- Encouragement to cooperate with the other parent and for positive communication between parents so children can adjust and not be caught in the middle of their parents' conflict;
- Parenting plans which move their relationship from an intimate relationship to a business relationship (as both parents are responsible for the 'business' of raising their child(ren));
- Encouragement of awareness and sensitivity to children's needs.

A more in-depth six hour workshop on developing communication skills is also offered to parents who have first attended the three hour workshop. This program is designed to:

- Help parents cope with losses (relationship, identity, friends, relations, roles, hopes, finances, etc.)
- Help parents manage their communications to provide positive role modeling and maintain successful parenting strategies.
- Normalize experience of parents undergoing separation and divorce and provide information about the stages of separations and grief.
- Offer concrete legal information about parents' rights and responsibilities
- Demystify the legal process and roles of lawyers and mediators
- Review the benefits and appropriateness of mediation
- Explore ways parents can help children adjust to the losses from their perspective
- Keep adult conflicts away from the child
- Increase parents' awareness regarding children's fears, emotions and needs re: separation and divorce

Due to the difficulty in separating participants' and lawyers' responses into responses about the first or second workshop, this report deals with both experiences as one unit, whether or not the respondent had taken the second workshop.

The following agencies were involved:

- Justice, Court Services – Family Justice
- Yukon Family Services Association
- Yukon Bureau of Statistics

This report presents the findings and recommendations from those interviewed through the Parent Education Workshop questionnaire and the Family Law Lawyer Survey and Focus Group.

2. Main Constraints

The main constraints in the design for the Review are:

- The self-selected nature of participants in the 'For the Sake of the Children' workshop
- The confidential nature of the 'For the Sake of the Children' workshop registration process and, subsequently, the difficulty in identifying potential respondents who had participated in the workshop in the last three years.
- The self-identified aspect of respondents who came forward in response to the advertisement to participate in the 'For the Sake of the Children' survey

Of these three constraints the one that may limit the evaluation of the workshop is the first, the self-selected nature of participants in the workshop. It became very clear in the focus group discussion with Family Law lawyers that,

> *"... the people who already are inclined to be reasonable and that have already decided that they want to put the children's issues first and that's the most important, either have gone without my even mentioning that there is such a program or as soon as I mention it they invariably are the ones that go. That's the biggest group from mine. The second would be the ones that want to get 'brownie points' in court. So they know that it's going to look good if they go, but even that group gets something out of it. The group that don't go and that I haven't been able to successfully get to go are the ones that are still in such an anger mode that they're just going fight no matter what. So they're really not interested in anything that a course has to teach them."*

For an abridged transcript of the follow-up focus group, see Appendix 2.2 Family Law Lawyer Focus Group – Abridged Transcript

3. Design Overview

The Yukon Parenting Education Workshop Review was designed to provide multiple perspectives on the 'For the Sake of the Children' Workshop', including:

- Yukon Parent Education Workshop Participant Questionnaire
  - Parent Questionnaire
  - Non-parent Questionnaire
- Yukon Family Law Lawyer Questionnaire and Follow-up Focus Group

The short term goals of the review were two-fold:

1. to examine participant satisfaction with the workshop process (registration procedures, facilitators and location)
2. assess workshop learning outcomes.

In particular, the review was designed to assess the extent to which the information provided in the workshop informed participants of:

- the impact of separation/divorce on children, their needs and the need to minimize conflict;
- parental responsibilities, communication skills, and child-focused approaches to making decisions;
- the legal process and alternatives to the court process;
- the extent to which participants report applying the knowledge and skills obtained through the workshop in:
  - developing a parenting plan
  - using communication skills to reduce conflict
  - accessing other services to meet their needs and the needs of their children

Participant comments were examined for evidence that would address the long-term goals of the 'For the Sake of the Children' program:

- To reduce the negative impact of separation and divorce on children
- To minimize conflict between parents during and following separation and divorce

4. Data Collection Objectives

The key data collection objectives of the Review are as follows:

1. to examine current workshop processes and registration procedures, and to assess the level of satisfaction with workshop, facilitators, format, scheduling, and location;
2. to assess the participants' reaction to the workshop information and instructional materials;
3. to assess the extent to which participants report applying the knowledge and skills obtained through the workshop in:
   - developing a parenting plan
   - using communication skills to reduce conflict
   - accessing other services in meeting their needs and the needs of their children

5. Survey Design and Operations

Given the unique context of Yukon and the sensitivity of the survey content, the challenge was to design the two questionnaires and survey operations in a way that would protect the privacy of the interviewee, maximize participation, and minimize refusals.

5.1 'For the Sake of the Children' Workshop Questionnaire

5.1.1 Questionnaire Content

The Workshop Participant questionnaire content quite closely follows those used in other

jurisdictions. Some questions were modified to reflect Yukon priorities and the reality of living in the Yukon.

5.1.2 Data Collection

Telephone interviews were used exclusively to collect data. Two interviewers were trained to administer survey questionnaire. Telephone interviews were conducted between late spring and early fall of 2005. Follow-up interviews were completed in the fall of 2005. The interviewers' normal telephone working schedule was from 1:00 pm to 9:00 pm Monday to Thursday, and from 10:00 am to 4:00 pm on Saturday. A minimum of 10 call-backs were placed to unanswered telephone numbers. In addition, many individuals who refused to participate on the first contact were re-contacted by a senior interviewer in order to maximize participation.

5.1.3 Participation & Sample Evaluation

Given the confidential nature of participation and the registration procedures used prior to this evaluation, it was not possible to develop a master list of all those who had attended a 'For the Sake of the Children' workshop in the past. Personal contact information from former workshop participants was not available. As a result, current workshop participants are now asked to sign a waiver if they are willing to be contacted in future for evaluation purposes.

To elicit potential respondents, an advertisement was developed and run in early spring 2005. From this advertisement a self-selected non-random sample of participants was developed.

See Appendix 1.2 for Advertisement, Telephone Control Form; Parent Questionnaire; and Non-Parent Questionnaire.

Invalid contact information: non-working number, fax, cell	42
No contact: No phone number, No answer, answering machine, etc	11
Contact but no survey due to: Absent for duration, language barrier, etc	1
Out of Scope : Business, age, child's phone, duplicates	37
Non-interviews: Institutionalized, deceased, special circumstances	1
Completed Surveys	107
Refusals	1
Total of all selected respondents	200
Total of Completed / Partially Completed / Refusals	108
Refusal Rate Percentage	0.92%

See Appendix 1.1 Detailed Operational Summary Table

5.2 Family Law Lawyer Questionnaire & Follow-up Focus Group

Yukon-based lawyers practicing Family Law were invited to provide their input into the 'Parenting Education Workshop' review through completing a short, five-question survey, and

participating in a follow-up focus group. A total of seven lawyers completed the questionnaire, three in person prior to participating in the focus group, and four on their own as a self-completed survey they returned directly to the Bureau of Statistics.

For a copy of the survey, see Appendix 2.1 Family Law Lawyer Survey and Summary of Responses

The follow-up focus group took place over a lunch hour in a private meeting room located in downtown Whitehorse. Lunch was provided. The focus group was co-facilitated by staff from the Yukon Bureau of Statistics. Three lawyers participated in the focus group discussion.

6. Summary of Findings and Recommendations

Summary

Participants in the 'For the Sake of the Children' survey

The majority of participants responding to the 'For the Sake of the Children' questionnaire were:

- parents,
- female (which does not reflect the relatively equal participation rates reported by facilitators in recent workshops),
- white (which does not reflect the higher proportion of First Nation parents registered with the Maintenance Enforcement Program), and
- attended a workshop that almost exclusively took place in Whitehorse.

Participants in the 'For the Sake of the Children' workshop

As a general rule, program staff responsible for the parent education workshops estimate that less than one-third of separating parents attend the 'For the Sake of the Children' workshop. Family Law lawyers describe those parents who participate as the people who already are inclined to be reasonable and that have already decided that they want to put the children's issues first; or they are parents who want to get 'Brownie points' in court.

Those who would most likely not attend the "For the Sake of the Children' workshop

Family Law lawyers describe these parents as the ones that are still so emotionally angry that they are really not interested in anything that the workshop has to teach them.

The effectiveness of the 'For the Sake of the Children' parent education workshop

The premise of the program is to put the needs of the children first. The analysis of both the parent education survey and the Family Law lawyer survey show that the program is providing a clear message of putting children's needs first and that the message is being received as well as acted upon. For respondents to the survey, the information and skills presented in the

workshops remain relevant to participants up to three years later, reducing the negative impact of separation and divorce on children and minimizing conflict between parents during and following separation and divorce.

Recommendations

- Make the program mandatory

Although not asked directly to address the issue of making the program mandatory, many respondents (in response to both the 'What changes would you like to see made to the workshop?' and 'Do you have any final comments?') questioned why it wasn't mandatory.

The opinion of these parents who participated in the program was that the other parent (who had not attended the training) "should have to" take the workshop as well. This was because they felt that having both parents attend would help in reducing conflict, developing a parenting plan, and easing the burden of seperation and divorce on the children.

The Family Law lawyers had a more cautionary perspective on making the program mandatory. They asked:

- For whom would it be mandatory (for example, only those proceeding through the court system or as a requirement for dissolution of marriage?)
- What demands would be placed on the current facilitators (who already work full time) as a result of making the program mandatory,?
- How would the program have to change to ensure that everyone who was required to attend had the opportunity to attend (particularly those living in outlying areas?)
- Would the program be funded to ensure the long-term planning that would be required to manage the demand for the workshop?

- Make the program more accessible to parents living outside of Whitehorse

Almost all of the respondents to the 'For the Sake of the Children' workshop survey came from the Whitehorse area. For them the location, scheduling and support provided to attend were fine. This was not the case for those few respondents who came into Whitehorse from the communities. They called for the program to reach out to other communities and support those parents who are going through separation and divorce.

- Is the program accessible to First Nations parents going through separation/divorce?

This recommendation is actually a question as there is insufficient evidence within this review to comment on aboriginal or First Nation parents' participation in the workshop or how the program can better meet their unique needs.

7. Detailed Findings

7.1 Profile of Respondents to 'For the Sake of the Children' Survey

General Information

Of the 107 workshop participants who responded to the survey, 94 were parents and 13 were not parents. Most respondents, 81%, participated in workshops run in 2004 or 2005. At the time of the survey, the majority of respondents, 72%, had been living in the Yukon for at least 10 years.

Of the parent participants, 66% indicated that they had been legally married to the other parent, and 32% had been living common-law. A few, 2%, indicated that they had never lived with the other parent.

Of those who had lived with the other parent most, 40%, had been with the other parent between 10 and 20 years, and 31% between 5 and 10 years. At the time of the survey most of the parents had been separated or divorced from the other parent less than two years.

14% of the parents' participants reported currently living in a blended family, the majority, 66%, for more than two years. The distribution of ages of children living in their households was:

- birth to 5 years of age, 30%
- 6 to 12 years of age, 53%
- 13 years and older, 17%

For a further breakdown of the data see Appendix 1.5 General Information Data Tables

Demographic Information

The majority of respondents to the workshop survey were:

- parents, 88%
- female, 63%
- between the ages 30 and 39, 46%
- with a marital status of separated/divorced, 55%
- employed, 92%
- with an annual household income greater than $40,000, 55%
- not a self-identified Aboriginal person or member of a First Nation, 69%

For a further breakdown of the data see Appendix 1.6 Demographic Information Data Tables

7.2 'For the Sake of the Children' Survey - Data Summary by Objective

7.2.1 Objective 1 - Workshop Process

To assess current workshop process including registration procedures, scheduling, location, and the level of satisfaction with workshop facilitators.

Summary

The overwhelming majority of participants in the workshop expressed satisfaction with the registration process, workshop facilitators, scheduling and location.

Almost all of the respondents found registering for the workshop convenient and easy, and reported feeling safe and comfortable while registering. Many respondents commented on the kind and non-judgmental manner of the person taking their registration information.

The workshop facilitators were also acknowledged for making participants feel comfortable during the workshop, effectively answering participants' questions, and clearly explaining the instructional material.

Only a few concerns were expressed regarding scheduling and location—most respondents found both the location and the times to be convenient.

Details

Registration Procedures

One-third of respondents indicated that they first learned about the workshop from the newspaper ad, 25% heard about the workshop from a lawyer, 19% from a counselor or support worker, and 12% from a family member or friend. Of those respondents who mentioned the newspaper ad, 86% felt that the ad contained enough information. When asked, "Was there anything about the ad that stuck in your mind?", the most common elements mentioned (in descending order) were: the picture of the child being stretched by his parents, the title of the workshop, the information contained in the ad, the size of the ad, and that the ad did not have enough detailed information.

When asked about registration, 86% of respondents indicated they registered prior to attending the workshop. Of these, 11% registered in person and 86% over the phone (the remainder answered 'Other', 'Don't Know', or refused to answer). Almost all respondents, 99%, found the registration to be convenient and easy, and reported feeling safe and comfortable when registering.

When asked how they were made comfortable, respondents indicated that it was due to:

- the manner of the person who took the registration (32%)
- the confidential nature of the registration process (16%)

- how accommodating they were to the circumstances (10%)
- how non-judgmental they were (8%)

At the time of registration, 15% of respondents indicated they had questions or concerns. Of these respondents, 77% reported that their questions or concerns were answered satisfactorily.

Satisfaction with Workshop

Overall, 89% of respondents agreed that they were satisfied with the 'For the Sake of the Children' workshop. 85% agreed that the presentations were useful and 85% indicated that they felt the workshop will help parents to reduce the impact of separation/divorce on their children.

When asked if any changes should be made to the workshop, 51% of respondents said 'Yes'. Some of the more common suggestions were:

- make it mandatory for both parents to attend
- offer the workshop more frequently
- offer the workshop in the communities
- have more instruction on communication skills
- provide more information or 'real-life' stories on what works
- split the workshop into two sessions: first, provide 'here are the tools', then, 'come back after you've had a chance to try them out and go over what worked and what didn't'.

For more detailed suggestions please see "Q4.6.1 Two changes you would like to see made to the Workshop", in Appendix 1.7 Responses to Long Answer Questions.

Satisfaction with Workshop Facilitators

Overall, 91% of respondents indicated they were satisfied with the facilitators. Almost all of the respondents reported that the facilitators made them feel comfortable during the workshop.

Respondents were asked to rate their satisfaction by indicating their level of agreement with the following statements about the facilitators:

- they explained the material clearly
- they effectively answered any questions
- they were knowledgeable on the course material

For more detailed comments please see "Q3.2.1 Satisfaction with Workshop Facilitators", in Appendix 1.7 Responses to Long Answer Questions.

Satisfaction with Workshop Scheduling

Almost all of the respondents, 96%, felt that the workshop times were convenient. Of those that didn't, the suggestions for changing the scheduling were:

- change it to the weekend
- offer more times (especially for the second workshop)
- have it take place on one night and during the next day

Satisfaction with Workshop Location

Almost all of the respondents, 98%, found that the workshop location was convenient. Of those that didn't, the suggestions for changing the location were:

- offer it in the communities
- offer it in a place that is not as public as a downtown hotel, and
- that it was very hard to hear in the room as it was too big and there were other things going on in the adjacent room

7.2.2 Objective 2 - Workshop Information and Instructional Material

To assess the participants' reaction to the workshop information and instructional materials.

Summary

The overwhelming majority of participants in the workshop agreed that the information and handouts provided during the workshop, as well as the videotape that was shown, were helpful.

The overall focus on the impact of separation and divorce on children was seen as most helpful. Another strength identified by respondents was the opportunity to share and learn from the experiences of other participants through group discussion, and the opportunity to ask questions of the facilitators.

The majority of participants indicated that they had read through the Parent Information Binder, and almost all found the information provided to be helpful.

Details

Workshop Information

Overall, most respondents, 85%, found the handouts provided during the workshop to be useful, and 87% agreed that the videotape that was shown also provided useful information.

When asked which part of the workshop they found most helpful, respondents indicated:

- the overall focus on the children, 25%
- the videotape, 23%
- the group discussion, sharing, and questions and answers, 18%
- the communication tools and ideas on how to treat your relationship as a business

relationship, 11%

- the discussion of the legal aspects to separation/divorce and available alternatives, 8%
- the one-on-one time with facilitators, 5%
- the binder of information, 2%

For more detailed comments please see "Q4.5 Satisfaction with Workshop", in Appendix 1.7 Responses to Long Answer Questions.

Instructional Materials

The majority of respondents, 82%, indicated that they had read through the Parent Information binder. Of these, 95% found the information provided in the binder to be helpful.

With regard to particular information materials,

- 69% indicated they had read the booklet "Life Goes On", and of these respondents, 94% felt the booklet was helpful.
- 88% found the copy of the Child Support Guidelines to be useful

7.2.3 Objective 3 - Participant Level of Awareness and Use of Knowledge & Skills

To assess the extent to which participants report applying the knowledge and skills obtained through the workshop to change the way they parent by:

- developing a parenting plan
- using communication skills to reduce conflict
- accessing other services in meeting their needs, and the needs of their children

Summary

Almost all of the parents responding to the survey reported that, following the workshop, they were more aware of the age-specific needs of their children. Almost two-thirds of these parents reported that one outcome of the workshop was that they had changed the way they parent – particularly being more careful regarding how they talk about, what they say about, and how they act with the other parent, and being more business-like in dealing with the other parent in matters concerning their children

The workshop was also seen as helpful in developing parenting plans. More than half of the parents reported working on a parenting plan, and most of these parents felt they had been able to maintain it. Those that indicated difficulty referred to the plan as a work in progress or reported that the other parent refused to engage in developing or following the plan.

As a result of the information provided in the workshop, respondents felt that they were more aware of the community support and legal resources available for individuals going through

separation or divorce to better meet their own needs and the needs of their children.

Details

Changes made in the way participants parent

Almost 90% of parents reported that following the workshop they were more aware of the age-specific needs of their children. A little under two-thirds of these parents reported that they had changed the way they parent.

The types of changes reported included:

- being more aware of child developmental needs and stages, 32%
- being more careful of what is said in front of the children, 22%
- having better communication with the other parent, 17%
- changing the way they deal with the other parent, 13%
- being more aware of the impact of their own actions, 10%
- being more business-like in how they deal with issues regarding the children, 6%

For more detailed comments please see "Q5.2.1 Changes you have made in the way you parent", in Appendix 1.7 Responses to Long Answer Questions.

Developing a parenting plan

A little under two-thirds of parent participants responding to the survey indicated that the workshop helped them to develop a parenting plan. Of these, 69% reported that the other parent was also committed to making the parenting plan work as well. Some 88% of those who developed a parenting plan felt they had been able to maintain this child-focused plan. Of the six respondents who indicated they had not been able to maintain the plan, three parents reported that it was a work in progress, and three parents said that the other parent refused to engage in developing or following the plan.

Using communication skill to reduce parental conflict

92% of parents participating in the workshop reported that since completing the workshop they were more aware of the impact parental conflict has on children.

Many reported taking steps to minimize conflict with the other parent. Some of these steps include:

- being more business-like in dealing with the other parent, 39%
- minimizing the amount of time spent with the other parent, 17%
- not arguing in front of the children, 12%
- developing better strategies for positive communication, 12%

- keeping focused on what is best for the children, 10%
- treating the other parent with more respect, 5%
- being more careful about what is said in front of the children, 4%

For more detailed comments please see "Q5.5 Steps taken to minimize conflict between yourself and the other parent", in Appendix 1.7 Responses to Long Answer Questions.

Two-thirds of the parents surveyed thought that participation in the workshop had an effect on their relationship with the other parent. And almost all parents, 94%, thought that participation helped them to be a healthier, more positive, productive member of their family.

62% of parents reported feeling that the workshop had improved their communication with the other parent.

A little over two-thirds of parents reported sharing the information from the workshop with other family members. For most, 65%, it was in relation to their own situation, and for the remaining 35%, someone else's situation.

Accessing other services in meeting their needs, and the needs of their children

Overall, as a result of participation in the workshop, 81% of respondents indicated that they were more aware of the available community resources for individuals going through separation or divorce. A little over a third of respondents, 39%, felt that the workshop also helped them find and access other community resources. Of those using these additional resources, 91% found them to be helpful. The most common resources identified were:

- Yukon Family Services Association
- Counseling service for themselves
- Counseling service for their children
- Libraries/resource collections housed within agencies

For more detailed comments please see "Q6.2.1 Which community resources have you used", in Appendix 1.7 Responses to Long Answer Questions.

Of those who indicated that the workshop did not help them find and access other community resources, about half, 49%, indicated that they would be interested in accessing additional community resources.

When asked if, as a result of participation in the workshop, they were more aware of available legal resources and alternatives to the court process, 79% of respondents said 'Yes'. A little over half, 53%, of the parent participants indicated that they had used one or more of these resources or alternatives. 85% of these respondents found these resources/alternatives to be helpful. The most commonly identified resources/alternatives were:

- Mediation

- Law Line [Yukon Public Legal Education Association]
- Legal Aid
- Referral with legal counsel

For more detailed comments please see "Q6.4 Which additional legal resources/services have you used", in Appendix 1.7 Responses to Long Answer Questions.

Of those who indicated that the work did not help them find and access other legal resources or alternatives to the court process, less than half, 38%, indicated that they would be interested in accessing additional community resources.

When parent participants were asked if they felt that additional workshops, support groups or parenting groups would be helpful, 88% responded 'Yes'.

7.3 Family Law Lawyer Survey and Follow-up Focus Group

Two of the seven lawyers who participated in the survey indicated that they had direct experience with the 'For Sake of the Children' workshop either reviewing the material or co-facilitating it. The remaining lawyers based their responses to the survey questions from the feedback they received from their clients.

Workshop Process, Information and Instructional Material

All of the lawyers indicated that they would 'very likely' recommend the workshop to their clients. Most felt that it was a useful tool to help clients deal with issues surrounding separation and divorce, providing valuable information and support, especially for parents with children under 15 years of age.

The lawyers reported positive feedback from clients taking the workshop. No lawyer reported negative feedback. Most of the clients reported learning something new and found the information on the effects of separation and divorce on children and how to ameliorate these effects to be of value. Other valuable aspects reported by the lawyers were that the workshop:

- Refocused the emotions of the parents from anger at their spouse/situation to the best interests of the children
- Provided parents with a different perspective on how to view the other parent
- Improved communications between parents
- Provided modelling for parents on how to talk to each other and the children following separation/divorce
- Offered a chance for workshop participants to share their experiences

Some suggestions about how to improve the workshop:

- Provide more information on the impact of separation/divorce on infants and toddlers
- Consider timing or providing workshops throughout the year to best fit in the 'window'

- between "post-breakup" and "litigation fatigue"
- Keep the workshop non-mandatory
- Consult the bench and the bar and the workshop providers regarding if it is even feasible, given the demands of putting on the workshops, as to whether or not the workshop should be made mandatory

Participant Level of Awareness and Use of Knowledge & Skills

All of the Family Law lawyers indicated that they had observed changes in their clients after the client attending one of the 'For the Sake of the Children' workshops. Many noted that clients who attended had a change in perspective that helped in understanding the impact of parental conflict on their children and were more willing to refocus on the best interests of the children in settling differences or negotiating access to children with the other parent.

For more detailed results, see Appendix 2.1 Family Law Lawyer Survey and Summary of Responses

For an abridged transcript of the follow-up focus group, see Appendix 2.2 Family Law Lawyer Focus Group – Abridged Transcript

Appendix 1

Appendix 1.1 'For the Sake of the Children' Survey Definitions

1. Blended Family	Refers to any marriage in which at least one of the spouses became a step-parent regardless of the age of the children.
2. Facilitators	Refers to the workshop instructors.
3. Parenting Plan	A parenting plan is a document that sets out the decisions parents have made about caring for their children. It can describe how decisions will be made about the children, how information will be shared with the other parent, and how each parent will spend time with the children. It can also outline how parents will resolve other parenting issues.
4. Alternative Dispute Resolution	Non-adversarial means of settling a legal matter without taking the matter to court. Saves time and money and allows parties to explore creative solutions.
5. Mediation	A non-binding process in which a neutral person, usually a trained mediator, assists the parties to communicate as they explore options for resolving their disputes. Mediation lets parties discuss and determine outcomes in a safe environment.
6. Collaborative Law	Is a process that enables divorcing parties and other parties involved in other family law disputes, each represented by counsel, to resolve differences in a non-adversarial setting (i.e. not fighting it out in court).

Appendix 1

Appendix 1.2.1 Parenting Education Workshop Advertisement

We Need Your Feedback

Did you participate in the parent education workshop

"For the Sake of the Children"?

Presented by Partners For Children at Yukon College & Yukon Family Services Association from 2002 - 2005. We are looking for your experiences and opinions on the workshop, its facilitators and materials.

Please contact us and participate in this evaluation.

Phone: (867) 667-5947 or call toll free 1-800-661-0408, ext. 5947

between 8:30 a.m. and 4:30 p.m.

Yukon

Executive Council Office

News 2x4"

Appendix 1

Appendix 1.2.2 Telephone Control Form

Parent Education Workshop Evaluation
'For the Sake of the Children'

Telephone Control Form
Interviewer:_____

APPOINTMENTS	Appointment 1	Appointment 2	Appointment 3	Appointment 4
Date				
Time				

Introduction:

Hello. My name is _____ from the Yukon Bureau of Statistics in Whitehorse. I am calling on behalf of the Yukon Department of Justice. We are conducting a survey evaluating the parent education workshop 'For the Sake of the Children'. Your name was randomly selected.

Your answers will be kept strictly confidential and used for statistical purposes only. While your participation is voluntary, your assistance is essential for results to be accurate.

Did you attend the workshop as a parent who has separated or divorced?

□ Yes **(Complete Pink Form)** □ No **(Complete Yellow Form)**

Call Coverage by Time of Day and Day of Week

Time Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30 – 12:00						
12:01 – 16:00						
16:01 – 19:00						
19:01 – 21:00						

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Record of Calls

Date Month/ Day	Start Hour/Min.	Finish Hour/Min.	Result Code	Int. Initials	Comments	Senior Code
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

Comments:

Appendix 1

Appendix 1.2.3 Parent Questionnaire

PARENT EDUCATION WORKSHOP – 'For the Sake of the Children'

Interviewer: _____

Date: _____

SECTION 1. General Information

1.1 When did you attend the workshop(s) 'For the Sake of the Children'?

a. _____ _____ b. _____ _____ c. _____ _____
(Month) *(Year)* *(Month)* *(Year)* *(Month)* *(Year)*

☐ Don't know ☐ Refuse

1.2 What was your relationship with the other parent? Were you:

☐ Legally married
☐ Living common-law
☐ Never lived with other parent → **(Go to Question 1.5)**
☐ Don't know ☐ Refuse

1.3 How long have you been separated or divorced? _____ ☐ Don't know ☐ Refuse

4.4 How many years were you with the other parent? _____ ☐ Don't know ☐ Refuse

1.5 How long have you been living in the Yukon? _____ ☐ Don't know ☐ Refuse

1.6 Are you currently living in a blended family?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

1.6.1 **How long have you had a blended family?**_____ ☐ Don't know ☐ Refuse

1.7 How many children in your household are in the following age ranges:

Birth to 5 years _____ 6 – 12 years _____ 13 and up _____ ☐ Don't know ☐ Refuse

SECTION. 2 Registration

2.1 How did you hear about the Parent Education Workshop "'For the Sake of the Children'? Was it through a ....? (*Read the list and mark all that apply*)

☐ Radio ad
☐ Lawyer
☐ Counselor or support worker
☐ Family member or friend

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☐ Newspaper ad →(**If yes, ask Q.2.1.1 and Q.2.1.2**)

☐ Other **(please specify)** _____

☐ Don't know ☐ Refuse

2.1.1 **Did you feel the newspaper advertisements contained enough information about the workshop?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

2.1.2 **Is there anything about the newspaper advertisements that stuck in your mind?**

_____

_____

☐ Don't know ☐ Refuse

2.2 Did you register for the workshop prior to attending?

☐ Yes ☐ No **(Go to Section 3)** ☐ Don't know ☐ Refuse

↓

2.2.1 **How did you register for the workshop?**

☐ Over the phone

☐ In person

☐ Other (***please specify***):_____

☐ Don't know ☐ Refuse

2.3 Was the registration process convenient and easy?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

2.3.1 **What part of the registration process did you have difficulties with?**

_____

_____

_____

☐ Don't know ☐ Refuse

2.4 Did you feel safe and comfortable when registering for the Parent Education Workshop?

☐ Yes → 2.4.1 **Could you please provide a few examples of how you were made to feel safe and comfortable?**

1. _____
2. _____
3. _____

☐ Don't know ☐ Refuse

☐ No → 2.4.2 **Why did you not feel safe and comfortable while registering?**

_____

_____

☐ Don't know ☐ Refuse

2.5 At the time you registered in the Parent Education Workshop, did you have any questions or concerns regarding the Workshop?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

2.5.1 **Were all your questions or concerns answered to your satisfaction?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

2.5.2 **Why not?** _____

_____

_____

☐ Don't know ☐ Refuse

SECTION 3. Satisfaction With Workshop Facilitators

3.1 Now I would like to ask you some questions about the Workshop Facilitators. On a scale from 1 to 5, where 1 is Strongly Agree and 5 is Do Not Agree, how would you rate the following statements…?

	Strongly Agree				***Do Not Agree***	***Don't Know***	***Refuse***
	1	**2**	**3**	**4**	**5**		
The facilitators:							
a) explained the material clearly.	☐	☐	☐	☐	☐	☐	☐
b) effectively answered any questions.	☐	☐	☐	☐	☐	☐	☐
c) were knowledgeable on the course material.	☐	☐	☐	☐	☐	☐	☐
d) **Overall**, I was satisfied with the Facilitators.	☐	☐	☐	☐	☐	☐	☐

3.2 Did the Parent Education Facilitators make you feel comfortable during the workshop(s) you attended?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

3.2.1 **Why not?**

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_____

_____

_____

□ Don't know □ Refuse

3.2.2 **What could the facilitators have done to make you feel comfortable during the workshop?**

_____

_____

_____

□ Don't know □ Refuse

SECTION 4. Satisfaction With the Workshop

4.1 Now I would like to ask some questions about the Parent Education Workshop. On a scale from 1 to 5, where 1 is Strongly Agree and 5 is Do Not Agree, how would you rate the following statements...?

	Strongly Agree				***Do Not Agree***	***Don't Know***	***Refuse***	
	1	**2**	**3**	**4**	**5**			
a) The presentations were useful.	□	□	□	□	□	□	□	□
b) The handouts provided were useful.	□	□	□	□	□	□	□	□
c) The videotape provided useful information.	□	□	□	□	□	□	□	□
d) The workshop will help parents reduce the impact of separation or divorce on their children.	□	□	□	□	□	□	□	□
e) Overall, I was satisfied with the Workshop.	□	□		□	□	□	□	□

4.2 Have you had a chance to read through the Parent Information binder handed out to participants of the workshop?

☐ Yes ☐ No **(Go to Question 4.5)** ☐ Don't know ☐ Refuse

↓

4.2.1 **Did you find the binder helpful?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

4.3 Part of the information binder included the booklet "*Life Goes On*". Have you read this?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

4.3.1 **Did you find the booklet helpful?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

4.4 There was also a copy of the "Child Support Guidelines". Did you find the guidelines to be useful information?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

4.5 Which part of the workshop did you find to be the most helpful?

_____

_____

_____

_____

_____

☐ Don't know ☐ Refuse

4.5.1 **Why do you feel this way?** _____

_____

_____

☐ Don't know ☐ Refuse

4.6 Are there any changes that you feel should be made to the Parent Education Workshop?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

4.6.1 **Please provide two changes that you would like to see made to the Workshop?**

1. _____
2. _____

☐ Don't know ☐ Refuse

SECTION 5. Workshop Outcomes – Level of Awareness

5.1 As a result of taking the workshop, are you now more aware of the individual, age-specific needs of your child(ren)?

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☐ Yes ☐ No ☐ Don't know ☐ Refuse

5.2 Do you think participation in the workshop has changed the way you parent?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

5.2.1 **Could you briefly explain what changes you have made?**

_____

_____

_____

☐ Don't know ☐ Refuse

5.3 Did the workshops and resources help you develop a parenting plan that is in the best interest of your child(ren)?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

5.3.1 **Is the other parent committed to making the parenting plan work?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

5.3.2 **Have you been able to maintain this child focused parenting plan?**

☐ Yes **(Go to Question 5.4)** ☐ No ☐ Don't know ☐ Refuse

↓

5.3.3 **Why have you been unable to maintain a parenting plan?**

_____

_____

_____

☐ Don't know ☐ Refuse

5.4 As a result of taking the workshop, are you now more aware of the impact that conflict between parents has on the children?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

5.5 What steps have you taken to minimize conflict between yourself and the other parent?

_____

_____

_____

_____

_____

☐ Don't know ☐ Refuse

5.6 Do you feel that participation in the Parent Education Workshop has improved your communication with the other parent?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

5.6.1 **Could you please provide some examples of how communication has improved?**

_____

_____

_____

_____

☐ Don't know ☐ Refuse

5.7 Do you think participation in the Parent Education Workshop will have or has had an affect on you relationship with the other parent?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

5.8 Do you think that participation in the Parent Education Workshop has helped or will help you to be a healthier, more positive, productive member of your family

☐ Yes ☐ No ☐ Don't know ☐ Refuse

5.9 Have you shared information or resources from the workshops with other family members or friends?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

5.9.1 **Was it in relation to your own situation or someone else's situation?**

☐ My own ☐ Someone else's situation ☐ Don't know ☐ Refuse

SECTION 6. Community Resources

6.1 As a result of participation in the Parent Education Workshop, are you more aware of the community resources available when going through separation or divorce?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

6.2 Did participation in the workshop help you find and access other community resources?

☐ Yes → 6.2.1 **Which resources have you used?**

1. _____
2. _____
3. _____

☐ Don't know ☐ Refuse

6.2.2 **Have you found these additional resources to be helpful?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

☐ No → 6.2.3 **Are you interested in accessing additional community resources?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

☐ Don't know

☐ Refuse

6.3 As a result of participation in the Parent Education Workshop, are you more aware of the legal resources and alternatives to the court process, such as mediation and collaborative law?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

6.4 Have you used any of the additional legal resources and alternatives to the court process?

☐ Yes → 6.4.1 **Which services have you used?**

1. _____
2. _____
3. _____

6.4.2 **Did you find any of the services to be helpful?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

☐ No → 6.4.3 **Are you interested in accessing additional legal resources and alternatives to the court process?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

☐ Don't know

☐ Refuse

6.5 In addition to what is already available for parents going through separation or divorce would having other workshops, support groups or parenting groups be helpful?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

SECTION 7. Workshop Scheduling and Location

7.1 Did you feel that the times in which the workshop(s) ran was convenient for you?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

7.1.1 **What changes would you like to see made to the workshop scheduling?**

_____

_____

_____

☐ Don't know ☐ Refuse

7.2 Did you find the location of the workshop(s) convenient?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

7.2.1 **What changes would you like to see made to the workshop location?**

_____

_____

_____

☐ Don't know ☐ Refuse

SECTION 8. Demographic Information

8.1 In what year were you born 19_____ ☐ Don't know ☐ Refuse

8.2 Are you? Male____ Female____

8.3 Are you an Aboriginal or First Nations person, that is, North American Indian, Metis or Inuit?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

8.4 What is the highest level of education that you have completed? Would it be...?

☐ Grade 8 or less
☐ Grade 9 to 11
☐ High school diploma or GED
☐ Trade certificate or diploma
☐ College certificate or diploma
☐ University degree
☐ Don't know ☐ Refuse

8.5 What is your current marital status?

☐ Married
☐ Living Common-law
☐ Separated/Divorced
☐ Widowed
☐ Never Married
☐ Don't know ☐ Refuse

8.6 Are you presently employed?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

8.7 What is your approximate annual household income before taxes?

- ☐ Less than $20,000
- ☐ $21,000 to $40,000
- ☐ $41,000 to $60,000
- ☐ $61,000 to $80,000
- ☐ $81,000 or more
- ☐ Don't know ☐ Refuse

Do you have any other comments you would like to make? ☐ No

_____

_____

_____

_____

_____

Thank you for your time!

Appendix 1

Appendix 1.2.4 Non-Parent Questionnaire

PARENT EDUCATION WORKSHOP – 'For the Sake of the Children'

Non-parent Participant

Interviewer: _____

Date: _____

SECTION 1. General Information

1.1 When did you attend the workshop(s) 'For the Sake of the Children'?

a. _____ _____ b. _____ _____ c. _____ _____
(Month) *(Year)* *(Month)* *(Year)* *(Month)* *(Year)*

□ Don't know □ Refuse

1.2 How long have you been living in the Yukon? _____ □ Don't know □ Refuse

SECTION. 2 Registration

2.1 How did you hear about the Parent Education Workshop "'For the Sake of the Children'? Was it through a ....? ***(Read the list and mark all that apply)***

□ Radio ad
□ Lawyer
□ Counselor or support worker
□ Family member or friend
□ Newspaper ad →**(If yes, ask Q.2.1.1 and Q.2.1.2)**
□ Other **(please specify)** _____
□ Don't know □ Refuse

2.1.1 **If you heard about the Yukon Parent Education Program through newspaper advertisements, did you feel the advertisements contained enough information about the workshop?**

□ Yes □ No □ Don't know □ Refuse

2.1.2 **Is there anything about the ads that stuck in your mind?**

_____
_____

□ Don't know □ Refuse

2.2 Did you register for the workshop prior to attending?

☐ Yes ☐ No **(Go to Section 3)** ☐ Don't know ☐ Refuse

↓

2.2.1 **How did you register for the workshop?**

☐ Over the phone

☐ In person

☐ Other (***please pecify***):_____

☐ Don't know ☐ Refuse

2.3 Was the registration process convenient and easy?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

2.3.1 **What part of the registration process did you have difficulties with?**

_____

_____

_____

☐ Don't know ☐ Refuse

2.4 Did you feel safe and comfortable when registering for the Parent Education Workshop?

☐ Yes → 2.4.1 **Could you please provide a few examples of how you were made to feel safe and comfortable?**

1. _____
2. _____
3. _____

☐ Don't know ☐ Refuse

☐ No → 2.4.2 **Why did you not feel safe and comfortable while registering?**

_____

_____

☐ Don't know ☐ Refuse

☐ Don't know

☐ Refuse

2.5 At the time you registered in the Parent Education Workshop, did you have any questions or concerns regarding the Workshop?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

2.5.1 **Were all your questions or concerns answered to your satisfaction?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

2.5.2 **Why not?** _____

_____

_____

☐ Don't know ☐ Refuse

SECTION 3. Satisfaction With Workshop Facilitators

3.1 **Now I would like to ask you some questions about the Workshop Facilitators. On a scale from 1 to 5, where 1 is Strongly Agree and 5 is Do Not Agree, how would you rate the following statements...?**

	Strongly Agree 1	2	3	4	*Do Not Agree* 5	*Don't Know*	*Refuse*
The facilitators:							
a) explained the material clearly.	☐	☐	☐	☐	☐	☐	☐
b) effectively answered any questions.	☐	☐	☐	☐	☐	☐	☐
c) were knowledgeable on the course material.	☐	☐	☐	☐	☐	☐	☐
d) **Overall**, I was satisfied with the Facilitators.	☐	☐	☐	☐	☐	☐	☐

3.2 **Did the Parent Education Facilitators make you feel comfortable during the workshop(s) you attended?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

3.2.1 **Why not?** _____

_____

_____

☐ Don't know ☐ Refuse

3.2.2 **What could the facilitators have done to make you feel comfortable during the workshop?**

_____

_____

☐ Don't know ☐ Refuse

SECTION 4. Satisfaction With the Workshop

4.1 Now I would like to ask some questions about the Parent Education Workshop. On a scale from 1 to 5, where 1 is Strongly Agree and 5 is Do Not Agree, how would you rate the following statements...?

	Strongly Agree				***Do Not Agree***	***Don't Know***	***Refuse***
	1	**2**	**3**	**4**	**5**		
a) The presentations were useful.	☐	☐	☐	☐	☐	☐	☐
b) The handouts provided were useful.	☐	☐	☐	☐	☐	☐	☐
c) The videotape provided useful information.	☐	☐	☐	☐	☐	☐	☐
d) The workshop will help parents reduce the impact of separation or divorce on their children.	☐	☐	☐	☐	☐	☐	☐
e) Overall, I was satisfied with the Workshop.	☐	☐	☐	☐	☐	☐	☐

4.2 Have you had a chance to read through the Parent Information binder handed out to participants of the workshop?

☐ Yes ☐ No **(Go to Question 4.5)** ☐ Don't know ☐ Refuse

↓

4.2.1 **Did you find the binder helpful?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

4.3 Part of the information binder included the booklet "*Life Goes On*". Have you read this?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

4.3.1 **Did you find the booklet helpful?**

☐ Yes ☐ No ☐ Don't know ☐ Refuse

4.4 There was also a copy of the "Child Support Guidelines". Did you find the guidelines to be useful information?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

4.5 Which part of the workshop did you find to be the most helpful?

_____

_____

_____

_____

_____

☐ Don't know ☐ Refuse

4.5.1 **Why do you feel this way?** _____

_____

_____

☐ Don't know ☐ Refuse

4.6 Are there any changes that you feel should be made to the Parent Education Workshop?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

4.6.1 **Please provide two changes that you would like to see made to the Workshop?**

1. _____
2. _____

☐ Don't know ☐ Refuse

SECTION 5. Workshop Outcomes – Level of Awareness

5.1 As a result of taking the workshop, are you now more aware of the individual, age-specific needs of children?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

5.2 As a result of taking the workshop, are you now more aware of the impact that conflict between parents has on the children?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

SECTION 6. Community Resources

6.1 As a result of participation in the Parent Education Workshop, are you now more aware of the community resources available to people who are going through separation or divorce?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

6.2 As a result of participation in the Parent Education Workshop, are you now more aware of the legal resources and alternatives to court process, such as mediation and collaborative law?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

SECTION 7. Workshop Scheduling and Location

7.1 Did you feel that the times in which the workshop(s) ran were convenient for you?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

7.1.1 **What changes would you like to see made to the workshop scheduling?**

_____

_____

_____

☐ Don't know ☐ Refuse

7.2 Did you find the location of the workshop(s) convenient?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

↓

7.2.1 **What changes would you like to see made to the workshop location?**

_____

_____

_____

☐ Don't know ☐ Refuse

SECTION 8. Demographic Information

8.1 In what year were you born 19_____ ☐ Don't know ☐ Refuse

8.2 Are you? Male____ Female____

8.3 Are you an Aboriginal or First Nations person, that is North American Indian, Metis or Inuit?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

8.4 What is the highest level of education that you have completed? Would it be...?

☐ Grade 8 or less

☐ Grade 9 to 11

☐ High school diploma or GED

☐ Trade certificate or diploma

☐ College certificate or diploma
☐ University degree
☐ Don't know ☐ Refuse

8.5 What is your current marital status?

☐ Married
☐ Living Common-law
☐ Separated/Divorced
☐ Widowed
☐ Never Married
☐ Don't know ☐ Refuse

8.6 Are you presently employed?

☐ Yes ☐ No ☐ Don't know ☐ Refuse

8.7 What is your approximate annual household income before taxes?

☐ Less than $20,000
☐ $21,000 to $40,000
☐ $41,000 to $60,000
☐ $61,000 to $80,000
☐ $81,000 or more
☐ Don't know ☐ Refuse

Do you have any other comments you would like to make? ☐ No

_____
_____
_____
_____
_____
_____
_____

Thank you for your time!

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Appendix 1.3 Detailed Operational Summary Table

'For the Sake of the Children' Participant Questionnaire		
Final Results		
Code	**Description**	**Totals**
02	Incorrect Phone Number	**15**
03	Non-working number	**23**
06	Cell Phone	**4**
07	No Contact number provided	**5**
11	No one home / no answer	**2**
13	Answering machine or service – no message left	**3**
14	Message number	**1**
20	Absent for duration of survey	**1**
30	Duplicate dwelling	**12**
50	**Multi-case client – Main form**	**3**
51	**Multi-case client – Linked form**	**2**
56	Not eligible – never attended workshop	**25**
70	**Fully Complete**	**102**
80	Refusal	**1**
90	Unusual / special circumstances	**1**
Survey Sample		**200**
Total Number of Respondents (codes: 50, 51 and 70)		**107**
Reason for Refusal:		
Refused to do a telephone interview		
Reason for Special Circumstance:		
Has gone to Vancouver for three months for medical reasons.		

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Appendix 1.4 Preliminary Data Summary—Detailed Tables

Objective 1 - Workshop Process

Registration	**Type of Participant**		
	All	**Parents**	**Non-Parents**
	%	**%**	**%**
Total (107 participants)	100	88	12
2.1 How did you hear about the workshop?			
Radio ad	2	2	0
Lawyer	25	24	38
Counselor or support worker	19	21	6
Family member or friend	12	13	0
*** Newspaper ad	33	34	25
Work	5	3	25
Other	4	4	6
If NEWSPAPER AD, did it contain enough information?			
Yes	86	92	40
No	14	8	60
(not stated = 1)			
If NEWSPAPER AD, did anything stick in your mind? (n=23, multiple response)			
Picture of child being stretched by his parents	Mentioned 9 times		
Title of the workshop	Mentioned 5 times		
Information contained in the ads	Mentioned 5 times		
Size of the ad was seen as "noticeable"	Mentioned 3 times		
Ad did not have enough detailed information	Mentioned 2 times		
2.2 Did you register prior to attending?			
Yes	86	85	92
No	14	15	8
(not stated = 5)			
How did you register?			

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Over the phone	86	86	82
In person	11	11	9
Other	3	3	9
(not stated = 6)			
2.3 Was the registration convenient and easy?			
Yes	99	100	92
No	1	0	8
(not stated = 23)			
2.4 Did you feel safe and comfortable when registering?			
Yes	99	99	100
No	1	1	0
(not stated = 23)			

If YES, examples of how you were made comfortable Thematic Summary (total number of examples indicated = 72)	
The manner of the person I spoke to (i.e. nice, respectful, warm, etc)	32%
The confidential nature of registration	16%
How accommodating they were to my circumstances	10%
How non-judgmental they were	8%
How quick, easy and efficient the process was to register	8%
They were able to answer my questions	4%
Their professionalism	3%
They were non-intrusive	3%

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2.5 At the time you registered, did you have questions/concerns?			
Yes	15	14	17
No	85	86	83
(not stated = 26)			
If YES, were all your questions/concerns answered satisfactorily?			
Yes	77	82	50
No	23	18	50
(not stated = 0)			

Objective 2 - Workshop Process, Information and Instructional Material

3.1 Rating statements about Workshop Facilitators							
All Participants (n=107)	Average	s.d.*	1 strongly agree	2	3	4	5 do not agree
			%	%	%	%	%
a) explained the material clearly	1.53	0.82	64	23	9	4	0
b) effectively answered any questions	1.52	0.80	63	25	10	1	1
c) were knowledgeable on the course material	1.39	0.66	70	23	7	1	0
d) Overall, I was satisfied with the facilitators	1.44	0.72	67	24	8	2	0
Parents (n=94)							
a) explained the material clearly	1.58	0.85	61	24	11	4	0
b) effectively answered any questions	1.52	0.80	63	25	10	1	1
c) were knowledgeable on the course material	1.41	0.68	69	23	7	1	0
d) Overall, I was satisfied with the facilitators	1.45	0.73	67	24	7	2	0
Non-Parents (n=13)							
a) explained the material clearly	1.15	0.38	85	15	0	0	0
b) effectively answered any questions	1.54	0.78	61	23	15	0	0
c) were knowledgeable on the course material	1.23	0.44	77	23	0	0	0
d) Overall, I was satisfied with the facilitators	1.38	0.65	69	23	8	0	0

	Type of Participant					
All Participants (n=107)	**All**	**Parents**	**Non-Parents**			
	%	**%**	**%**			

Appendix 1

	100	88	12			
3.2 Did Facilitators make you feel comfortable during workshop?						
Yes	98	98	100			
No	2	2	0			
(not stated = 2)						

4.1 Satisfaction with the Workshop

All Participants (n=107)	Average	s.d.*	1 strongly agree	2	3	4	5 do not agree
			%	%	%	%	%
a) the presentations were useful	1.59	0.91	62	23	11	2	2
b) the handouts provided were useful	1.52	0.84	66	19	11	4	0
c) the videotape provided useful information	1.54	0.83	63	24	10	2	1
d) The workshop will help parents reduce the impact of separation/divorce on their children	1.56	0.80	61	24	14	1	0
e) Overall, I was satisfied with the Workshop	1.49	0.80	66	23	8	4	0
Parents (n=94)							
a) the presentations were useful	1.59	0.87	61	24	12	2	1
b) the handouts provided were useful	1.49	0.81	68	19	10	3	0
c) the videotape provided useful information	1.56	0.85	62	25	10	2	1
d) The workshop will help parents reduce the impact of separation/divorce on their children	1.53	0.74	62	24	15	0	0
e) Overall, I was satisfied with the Workshop	1.47	0.77	67	23	7	3	0
Non-Parents (n=13)							
a) the presentations were useful	1.61	1.19	69	15	8	0	8
b) the handouts provided were useful	1.82	1.08	55	18	18	9	0
c) the videotape provided useful information	1.38	0.65	69	23	8	0	0
d) The workshop will help parents reduce the impact of separation/divorce on their children	1.77	1.17	54	31	8	0	8
e) Overall, I was satisfied with the Workshop	1.61	0.96	61	23	8	8	0

s.d. is the abbreviation for standard deviation

Workshop Materials	**Type of Participant**		
All Participants (n=107)	**All**	**Parents**	**Non-Parents**
	%	**%**	**%**

Appendix 1

	100	88	12
4.2 Read through the Parent Information binder?			
Yes	82	83	69
No	18	17	31
(not stated = 4)			
If YES, was the Parent Information Binder helpful? (n= 84)			
Yes	95	97	78
No	5	3	22
(not stated = 2)			
4.3 Read the booklet "Life Goes On"?			
Yes	69	70	57
No	31	30	43
(not stated = 35)			
If YES, was the booklet helpful? (n= 50)			
Yes	94	95	75
No	6	5	25
(not stated = 2)			
4.4 Did you find the copy of the "Child Support Guidelines" useful?			
Yes	88	87	100
No	12	13	0
(not stated = 34)			

4.5 Which part of the Workshop did you find most helpful? Thematic Summary (total number of comments = 110)	
Overall focus on the children	25%
Videotape	23%
Group Discussion, Sharing, Questions & Answers	18%
Communication tools/Ideas on how to treat your relationship as a business	11%
Legal aspects to separation/divorce and alternatives	8%
One on one time with facilitators	5%
Binder of information	2%

Appendix 1

4.6 Any changes you feel should be made to the Workshop?			
Yes	51	51	0
No	49	49	0
(not stated = 21)			

4.6.1 What two changes would you like to see made to the Workshop? Thematic Summary of most common suggestions (please see Appendix 7.6 for all of the suggestions)
Make it mandatory for both parents to attend
Offer the workshop more frequently
Offer the workshop in the communities
Have more instruction on communication skills
More information/real-life stories on what works
Maybe split it into two sessions: 1. here are the tools, and 2. come back after you've had a chance to try them out and we'll go over what worked and what didn't

Workshop Scheduling	**Type of Participant**		
All Participants (n=107)	**All**	**Parents**	**Non-Parents**
	%	%	%
	100	88	12
7.1 Did you feel the Workshop times were convenient for you?			
Yes	96	97	92
No	4	3	8
(not stated = 7)			

If NO, what changes would you like to see in scheduling? (n=4)
▪ Change it to the weekend
▪ Offer more times
▪ Offer more times, especially the second workshop
▪ Have one at night and one during the day

Appendix 1

Workshop Location	Type of Participant		
All Participants (n=107)	**All**	**Parents**	**Non-Parents**
	%	%	%
	100	88	12
7.2 Did you find the Workshop location convenient for you?			
Yes	98	98	100
No	2	2	0
(not stated = 4)			
If NO, what changes would you like to see made to location? (n=3)			
▪ Offer it in the communities			
▪ Offer it in a place that is not as public as a downtown hotel			
▪ Room, it was too big. I had a hard time overcoming that and that			
▪ Very hard to hear with other things going on next room			

Objective 3 – Participant Level of Awareness and Use of Knowledge and Skills

Workshop Outcomes	Type of Participant		
All Participants (n=107)	**All**	**Parents**	**Non-Parents**
	%	%	%
	100	88	12
5.1 Are you more aware of the age-specific needs of your child(ren)?			
Yes	87	87	85
No	13	13	15
(not stated = 10)			
5.2 Have you changed the way you parent?			
Yes	65	61	92
No	35	39	8
(not stated = 7)			

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If YES, briefly explain what changes you've made in the way you parent Thematic Summary (total number of changes indicated = 69)	
More aware of child development – needs & stages	32%
More careful of what I say in front of the children	22%
Better communication with the other parent	17%
Changed how I deal with the other parent – i.e. less blaming	13%
More aware of the impact of my own actions	10%
Being more business-like in how I deal with issues regarding the children	6%

5.3 Did workshop help you develop a parenting plan?			
Yes	61	61	n/a
No	39	39	n/a
(not stated = 18)			
If YES,			
Is the other parent committed to making the parenting plan work? (n=54)			
Yes	69	69	n/a
No	31	31	n/a
(not stated = 9)			
Have you been able to maintain this child focused parenting plan? (n=54)			
Yes	88	88	n/a
No	12	12	n/a
(not stated = 2)			
If NO, Why have you been unable to maintain the parenting plan? (n=6)			
It's a work in progress			50%
The other parent refuses to engage in developing it or follow it			50%

5.4 Are you now more aware of impact of parental conflict on children?			
Yes	92	92	n/a
No	8	8	n/a
(not stated = 4)			

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5.5 What steps have you taken to minimize parental conflict? Thematic Summary (total number of steps indicated = 82)	
More business-like in dealing with the other parent	39%
Minimize amount of time spent with the other parent	17%
We don't argue in front of the children	12%
Develop better communication strategies for positive communication	12%
Keep focused on what is best for the children	10%
Treat the other parent with more respect	5%
More careful what I say in front of the children	4%

5.6 Do you feel the Workshop has improved your communication with the other parent?			
Yes	62	62	n/a
No	38	38	n/a
(not stated = 7)			

If YES, could you provide examples of how it's improved? Thematic Summary (total number of examples provided = 52)	
Being professional, business-like in dealing with the other parent	37%
Making the children the priority	23%
Communicate directly with other parent on issues relating to the children	13%
I am a better listener, with clearer boundaries when speaking	13%
Taking responsibility for my own communication	10%
Less blaming of the other parent	4%

5.7 Do you think participation in the Workshop had an affect on your relationship with the other parent?			
Yes	67	67	n/a
No	33	33	n/a
(not stated = 9)			

5.8 Do you think participation in the Workshop helped you to be a healthier, more positive, productive member of your family?			
Yes	94	94	n/a
No	6	6	n/a
(not stated = 6)			

Appendix 1

5.9 Have you shared information/resources from the Workshop with other family members?			
Yes	67	67	n/a
No	33	33	n/a
(not stated = 4)			
If YES, was it in relation to: (n= 60)			
Your own situation	65	65	n/a
Someone else's situation	35	35	n/a
(not stated = 12)			

Community Resources	**Type of Participant**		
All Participants (n=107)	**All**	**Parents**	**Non-Parents**
	%	%	%
	100	88	12
6.1 Are you more aware of the community resources available to you?			
Yes	81	83	69
No	19	17	31
(not stated = 5)			
6.2 Did participation help you find and access other resources?			
Yes	39	39	n/a
No	61	61	n/a
(not stated = 6)			
If YES, (n= 34)			
Which 'other' community resources did you use? Thematic Summary (total number of instances = 41)			
Yukon Family Services			27%
Counseling for self			27%
Counseling for children			10%
Local libraries			10%
Law line/Legal Aid			7%

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Victim Services	7%
Women's Shelter	5%
Other (mediation, Children & Family Services, Family Counseling) %	6

Have you found these additional resources to be helpful?			
Yes	91	91	n/a
No	9	9	n/a
(not stated = 1)			
If NO, (n= 3)			
Are you interested in accessing additional community resources?			
Yes	49	49	n/a
No	51	51	n/a
(not stated = 1)			

Legal Resources	**Type of Participant**		
All Participants (n=107)	**All**	**Parents**	**Non-Parents**
	%	%	%
	100	88	12
6.3 Are you more aware of the legal resources and alternatives to the court process available to you?			
Yes	79	77	92
No	21	23	8
(not stated = 5)			
6.4 Have you used any additional legal resources or alternate processes to court?			
Yes	53	53	n/a
No	47	47	n/a
(not stated = 4)			
If YES, (n=48)			
Which 'other' legal resources/alternate processes did you use? Thematic Summary (total number of other legal process indicated = 63)			
Mediation			30%
Law Line			25%
Legal Aid			17%

Appendix 1

Appendix 1.5 General Information Data Tables

Legal counsel			16%
Collaborative settlement conference			3%
Other			8%
Did you found any of these to be helpful?			
Yes	85	85	n/a
No	15	15	n/a
(not stated = 15)			
If NO, (n=42)			
Are you interested in accessing additional legal resources and alternatives to the court process?			
Yes	38	38	n/a
No	62	62	n/a
(not stated = 5)			

6.5 In addition to what already is available, would having other workshops, support groups or parenting groups be helpful?			
Yes	88	88	n/a
No	12	12	n/a
(not stated = 4)			

General Information

	Type of Participant		
	All	**Parents**	**Non-Parents**
	%	**%**	**%**
Total (107 participants)	100	88	12
1.1 When did you attend the 'For the Sake of the Children' workshop?			
2001	1	1	0
2002	3	3	0
2003	14	14	15
2004	41	40	54
2005	40	42	31
(not stated = 3)			

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1.2 What was your relationship with the other parent? Were you ...			
Legally married	66	66	n/a
Living common-law	32	32	n/a
Never lived with the other parent	2	2	n/a
(not stated = 6)			
1.3 How long have you been separated/divorced?			
Less than 6 months	17	17	n/a
Between 6 months and 1 year	16	16	n/a
Between 1 year and 2 years	26	26	n/a
Between 2 and 5 years	33	33	n/a
5 years or more	8	8	n/a
(not stated = 7)			

1.4 How many years were you living with the other parent?			
Less than 5 years	19	19	n/a
Between 5 and 10 years	31	31	n/a
Between 10 and 20 years	40	40	n/a
20 or more years	10	10	n/a
(not stated = 6)			
1.5 How long have you been living in the Yukon?			
Less than 5 years	12	10	23
Between 5 and 10 years	16	15	23
Between 10 and 20 years	34	38	8
20 or more years	38	37	46

Appendix 1

Appendix 1.6 Demographic Information Data Tables

(not stated = 5)			
1.6 Are you currently living in a blended family?			
Yes	14	14	n/a
No	86	86	n/a
(not stated = 17)			
If YES, how long have you had a blended family? (n= 13)			
Less than a year	17	17	n/a
Between 1 and 2 years	17	17	n/a
Between 2 and 5 years	58	58	n/a
5 or more years	8	8	n/a
(not stated = 1)			
1.7 How many children in your household are in the following ages?			
Birth to 5 years of age	30	30	n/a
6 to 12 years of age	53	53	n/a
13 and up	17	17	n/a
(Total number of children reported = 163)			

Demographic Profile

	Type of Participant		
	All	**Parents**	**Non-Parents**
	%	**%**	**%**
Total (107 participants)	100	88	12
Age Group			
20 to 29 years of age	15	15	8
30 to 39 years of age	46	46	42
40 to 49 years of age	32	33	25
50 years of age or older	8	5	25
(not stated = 4)			
Sex			
Female	63	61	77
Male	37	39	23
(not stated = 4)			

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First Nations			
Yes	15	17	8
No	69	83	92
(not stated = 4)			
Employed			
Yes	92	91	100
No	8	9	0
(not stated = 5)			
Level of Education			
< High School	10	11	0
High School	24	24	23
> High School	66	65	77
(not stated = 4)			
	Type of Participant		
	All	**Parents**	**Non-Parents**
Current Marital Status			
Legally Married	11	7	38
Common-law	13	8	46
Separated/Divorced	55	62	8
Single	21	23	8
(not stated = 4)			
Approximate Annual Household Income			
Less than $20,000	16	17	8
$21,000 - $40,000	29	31	8
$41,000 - $60,000	30	29	33
$61,000 - $80,000	13	12	25
$81,000 or more	12	11	25
(not stated = 9)			

Appendix 1

Appendix 1.7 Responses to Long-Answer Questions

Section 2 Registration

Q2.1.2 Is there anything about the newspaper ad that stuck in your mind?

1014 [q2.1.2] A PICTURE OF A KID BEING STRETCHED BY HIS PARENTS.

1078 [q2.1.2] EXPLAINED WHAT THE WORKSHOP WAS ABOUT.

1074 [q2.1.2] GOOD SIZE ADS AND THEY SEEM TO BE FREQUENT.

2070 [q2.1.2] GRAPHICS AND TITLE OF THE WORKSHOP.

1050 [q2.1.2] I JUST REMEMBER THE CONTENT, LIKE WHAT THE COURSE'S CONTENT WAS ABOUT AND IF IT WOULD BE RELEVANT TO OUR SITUATION.

1046 [q2.1.2] IT DIDN'T HAVE ENOUGH DETAIL.

1053 [q2.1.2] IT STOOD OUT LIKE A SORE THUMB. EVERYONE SAW THE AD AND TOLD ME ABOUTIT.

2088 [q2.1.2] NO, THE RADIO AD REALLY GOT MY ATTENTION.

1047 [q2.1.2] PICTURE OF CHILD BEING STRETCHED BETWEEN PARENTS.

1067 [q2.1.2] SHOULD BE MORE SPECIFIC. PICTURE STUCK IN MY MIND, THOUGH.

1041 [q2.1.2] SIZE WAS GOOD AND I NOTICED IT. PURPOSE WAS CLEAR AS WELL.

2045 [q2.1.2] SOMETHING ABOUT A COMMUNICATION PLAN.

2056 [q2.1.2] SOMETHING ABOUT PARTNERING AS IN A WAY OF GETTING ASSISTANCE

2061 [q2.1.2] THE DIAGRAM OF THE KIDS. I THOUGHT IT WAS A GOOD THING AT T HE TIME.

2095 [q2.1.2] THE DRAWING OF STICK PEOPLE.

3022 [q2.1.2] THE LITTLE DRAWING OF PARENTS AND THE CHILD IN THE MIDDLE.

2041 [q2.1.2] THE NAME OF THE WORKSHOP - IT DREW MY ATTENTION.

2072 [q2.1.2] THE PICTURE OF A KID AND AN ADULT BENDING DOWN.

3018 [q2.1.2] THE SYMBOL WITH MOM AND DAD AND KID.

1061 [q2.1.2] THE TITLE SUMS IT UP AND IT IS WHY I WANTED TO GO.

3014 [q2.1.2] THE TITLE.

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1004 [q2.1.2] THERE WAS A LOGO ON THE ADS THAT I NOTICED, BUT I CAN'T REME
MBER WHAT IT WAS.

1059 [q2.1.2] THEY MENTION RECENTLY DIVORCED PARENTS.

Q2.3.1 What part of the registration process did you have difficulties with?

1076 [q2.3.1] POSTERS WERE PUT UP FOR THE WRONG DAY. I DID NOT REALIZE HOW
MUCH CHILDREN WERE INVOLVED AND ONE LADY WITH NO CHILDREN C
AME AND WAS SURPRISED TO SEE HOW MUCH THE CHILDREN WERE INVO
LVED.

Q2.4.1 Examples of how you were made to feel safe and comfortable when registering

1035 1. ASKING ABOUT MY CONTACT PHONE NUMBER AND WHETHER IT WAS OKAY TO CALL IN
DAYTIME OR EVENING OR IF IT WAS SAFE TO LEAVE MESSAGE. 2. THE TONE OF HIS VOICE MADE
ME FEEL CONFIDENT.

1005 1. DID NOT FEEL EXPOSED. 2. COULD TALK IN PRIVATE.

1027 1. NICE OVER THE PHONE
2. ACCOMODATING.
3. INFORMATIVE

1051 1. NICE OVER THE PHONE. 2. LET ME KNOW THAT SUBSIDY WAS AVAILABLE FOR
CHILDCARE.

1059 1. PLEASANT ON THE PHONE.
2. COUNSELLOR RECOMMENDED IT, SO FELT GOOD GOING TO IT.

1058 1. THEY WERE PLEASANT ON THE PHONE.
2. MY COUNSELLOR WORKED THERE AND RECOMMENDED THE WORKSHOP.

1042 1. WHEN I PHONED THEY LET ME KNOW IT WAS CONFIDENTIAL. 2. THEY WERE VERY
PROFESSIONAL.

1026 1. WHEN I TALKED TO THEM THEY WERE NICE. 2. THEY MADE ME FEEL LIKE IT WASN'T A
BAD THING.

1050 BECAUSE IT IS SUCH A SENSITIVE TOPIC, HE DIDN'T SEEM JUDGMENTAL THAT I WAS
ATTENDING A COURSE ON THAT TOPIC.

1003 CALM DISPOSITION ON THE OTHER END.

1076 CONFIDENTIALITY WAS PORTRAYED.

1060 CONFIDENTIALITY WAS SECURE. MINIMUM INFORMATION WAS ASKED FOR.

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FAIRLY ANONYMOUS.

2077 EASY AND EFFICIENT AN CONFIDENTIAL.

2086 EASY MANNER ON THE PHONE.

2022 EVERYBODY WAS IN THE SAME BOAT.

1053 GOOD PEOPLE AND NICE MANNERS OVER THE PHONE.

1052 GUY ON THE PHONE WAS POLITE AND SENSITIVE.

1055 GUY WAS FRIENDLY AND MADE IT EASY AND NON-THREATENING.

1061 HE WANTED A PHONE NUMBER AND HE WAS CONSCIOUS OF LEAVING MESSAGES AND ASKED IF IT WAS ALRIGHT [TO LEAVE A MESSAGE].

2095 HE WAS QUICK, POLITE AND TO THE POINT. MAKES IT PERSONAL AND CARING.

1041 I DON'T REMEMBER REALLY, BUT WAS COMFORTABLE ENOUGH, I BELIEVE.

1014 I HAD GONE TO FAMILY SERVICES BEFORE. THE GUY WHO ANSWERS THE PHONE IS ALWAYS NICE AND HAPPY.

2055 I HAD HEARD ABOUT THE WORKSHOP FROM OTHER PEOPLE AND THEY WERE FRIENDLY ON THE PHONE.

2078 I HAD NO DIFFICULTIES WITH THEM. THERE WAS NOTHING THAT THEY REALLY DID; IT WS JUST SOMETHING I HAD TO DO. I DID IT BECAUSE I WANTED A BETTER RELATIONSHIP WITH CHILDREN AND MY PARTNER.

2042 I JUST DIDN'T FEEL UNCOMFORTABLE.

2049 I NEVER FELT IN DANGER IN THE FIRST PLACE. IT WAS VERY STRAIGHT FORWARD.

2016 IT SEEMED TO BE A GOOD PROCESS FOR PEOPLE.

1067 IT WAS A CONFIDENTIAL SERVICE.

1071 IT WAS ANONYMOUS AND THEY WERE NOT PUSHY.

1064 IT WAS OVER THE PHONE.

3002 IT WASN'T INTRUSIVE. IT WAS VERY STRAIGHT FORWARD.

2070 KNOWING THAT IF THE OTHER PARENT WAS ATTENDING THE WORKSHOP, THEY WOULD INFORM ME.

2075 KNOWING THE OFFICE IS CONFIDENTIAL.

2088 MAN ON THE PHONE WAS KIND AND NOT OPINIONATED. ASKED IF I NEEDED ASSISTANCE TO

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GET THERE, ETC.

1025 NO

2094 NO PERSONAL QUESTIONS WERE ASKED. SHE WAS POLITE.

1068 NO QUESTIONS OR JUDGEMENTS WERE MADE.

1047 PEOPLE SPOKE KINDLY TO ME AND WERE ACCOMODATING.

3022 QUICK AND SIMPLE.

2092 RECEPTION WAS WARM AND REASSURING. ASKED IF I NEEDED CHILD CARE AND/OR WORKSHOP TRANSPORTATION.

1048 RECEPTIONIST IS TRUSTWORTHY AND THINGS WERE CONFIDENTIAL.

2023 THE COUNSELLOR TOLD ME THIS WAS THE PLACE TO START.

1008 THE FACT THAT I DON'T REMEMBER TELLS YOU IT WAS PROBABLY FINE.

3005 THE FELLOW WAS HELPFUL AND KIND.

1079 THE GENTLEMAN THAT REGISTERED US AT YFSA WAS A VERY PLEASANT, NICE MAN. VERY GENTLE.

1078 THE GUY WAS FRIENDLY AND UNASSUMING.

2096 THE GUY WAS NICE OVER THE PHONE.

1020 THE MAN I TALKED TO WAS VERY NICE, COURTEOUS AND POLITE.

1074 THE MAN WAS WARM AND ACCOMODATING.

1012 THE PERSON I CALLED WAS VERY NICE AND MADE ME FEEL COMFORTABLE.

2037 THE PERSON WHO ANSWERED WAS CALM AND CONFIDENT.

1044 THERE WAS A GOOD ATTITUDE OVER THE PHONE - NO PRESSURE, JUST HIGHLY RECOMMENDED.

3023 THEY ANSWERED MY QUESTION. THEY SAID IT WAS CONFIDENTIAL.

1032 THEY ASSURED ME IT WAS CONFIDENTIAL.

3017 THEY CALLED ME BACK WITH INFORMATION.
[THE PERSON] WAS VERY GENTLE AND HELPFUL.

1019 THEY MADE IT EASY AND WAS WELL ORGANIZED.

2005 THEY MADE ME FEEL EVERYTHING WAS CONFIDENTIAL. THERE WOULD BE OTHERS IN THE

PROGRAM GOING THROUGH THE SAME THING.

2097 THEY SAID IT WAS CONFIDENTIAL.

3009 THEY TOLD ME IT WAS CONFIDENTIAL.

1022 THEY TREATED ME RESPECTFULLY.

2036 THEY WERE ENCOURAGING.

3003 THEY WERE POLITE.

1065 THEY WERE REALLY NICE AND PLEASANT. IT WAS CONFIDENTIAL. THEY OFFERED ME A RIDE AND WOULD PROVIDE CHILD CARE.

1015 THEY WERE VERY ACCOMODATING OVER THE PHONE, WHICH MADE ME FEEL COMFORTABLE.

2047 THEY WERE VERY POLITE.

2093 VERY PLEASANT RECEPTION.

Q2.4.2 Why did you not feel safe and comfortable while registering?

3014 [q2.4.2] I FELT AWKWARD; IT'S A SMALL TOWN.

Q2.5.2 Why weren't your questions or concerns answered to your satisfaction?

2063 [q2.5.2] THE AGE RELATED IMPACT ON CHILDREN WAS NOT COVERED AND I WAS WANTING TO KNOW IF THAT WAS PART OF THE WORKSHOP.

1079 [q2.5.2] WHAT WE FOUND WAS THAT THE WORKSHOP DID NOT END UP APPLYING TO US AT ALL. WE HAD ASKED IF IT WOULD WHEN WE REGISTERED AND HE WAS UNSURE IF IT WOULD. WE HAD A SITUATION WHERE THE CHILD WAS PRODUCED FROM AN INTIMATE ENCOUNTER WHERE NO RELATIONSHIP EXISTED BETWEEN THE PARENTS. ALSO, WE WONDERED ABOUTTHE MESSAGE TO OTHER YUKONERS REGARDING THIS SITUATION. WE WERE VERY CONCERNED ON THAT LEVEL.

Section 3 Satisfaction with Workshop Facilitators

Q3.2.1 Why didn't the Facilitators make you feel comfortable? Q3.2.2 What could they have done?

1053 [Q3.2.1] MY WIFE'S LAWYER WAS ONE OF THE FACILITATORS AND IT WAS NOT GOOD.

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1053 [q3.2.2] SHE COULD HAVE LEFT. ["SHE" REFERS TO THE LAWYER OF THE RESP
ONDENT'S WIFE.]

1041 [Q3.2.1] THE LAWYER WAS VERY IMPERSONAL AND I HAD DEALINGS WITH HER PREVIOUSLY. THE ONE FROM YUKON FAMILY SERVICES WAS GOOD.
1041 [q3.2.2]PICK A DIFFERENT LAWYER.

1003 [Q.2.1]: I THINK IT WAS THE FIRST TIME THE FACILITATOR HAD DONE THE WORKSHOP. IT FELT LIKE WE WERE A TEST GROUP. NOT THAT THIS IS A BAD THING, BUT THE FACILITATOR COULD NOT RATTLE THINGS OFF THE TIP OF HER TONGUE. I THINK SOME STUFF, LIKE THE LEGAL KNOWLEDGE, WAS MISSING.

Section 4 Satisfaction with the Workshop

Q4.5. What part of the workshop did you find most helpful? Q4.5.1 Why?

1008 [Q4.5] ACTUALLY, I FOUND THE VIDEO WITH THE INTERVIEWS OF CHILDREN TO BE VERY HELPFUL.
1008 [Q4.5.1 why] BECAUSE IT GAVE A CHILD'S PERSPECTIVE ON WHAT IS GOING ON.

1035 [Q4.5] ALL OF IT, I WOULD SAY.
1035 [Q4.5.1 why] IT WAS ALL VERY RELEVANT FOR ME AND VERY INFORMATIVE. IT WAS WHAT EVERYONE SHOULD KNOW.

3021 [Q4.5] ALL OF IT.
3021 [Q4.5.1 why] IT WAS VERY, VERY HELPFUL.

2065 [Q4.5] ALL OF THE TALKING IN THE GROUP AND SHARING IDEAS AND OPINIONS.
2065 [Q4.5.1 why] IT'S LIKE A SUPPORT GROUP FOR THE COMMUNITY AND WAS VERY HELPFUL.

1061 [Q4.5] BOTH OF US ATTENDED THE WORKSHOP AND DETERMINED WHAT TO DO AND HOW TO DEAL WITH OUR SEPARATION AND THE WORKSHOP GAVE US SOME GOOD IDEAS IN DEALING WITH OUR KIDS.
1061 [Q4.5.1 why] IT GAVE US BOTH AN UNDERSTANDING OF WHAT IS GOOD AND WHAT IS BAD TO DO IN FRONT OF THE CHILDREN AND HOW TO HANDLE OUR PROBLEMS.

1015 [Q4.5] BY TALKING ABOUT WHAT THE KIDS ARE GOING THROUGH.
1015 [Q4.5.1 why] BECAUSE I'M FROM A SEPARATED HOME, I FOUND IT TO BE SO IMPORTANT ON HOW TO DEAL WITH SEPARATION PROPERLY.

1054 [Q4.5] DISCUSSIONS WHERE GOOD. IT WAS GOOD TO HEAR OTHER PEOPLE'S STORIES. AS WELL, THE VIDEOTAPE WAS VERY GOOD.

1054 [Q4.5.1 why] YOU GOT TO SEE HOW KIDS ARE AND RELATE IT BACK TO YOUR OWN SITUATION.

1059 [Q4.5] DON'T REMEMBER THIS WORKSHOP TOTALLY, BUT REMEMBER IT BEING POORLY

STRUCTURED AND DID NOT FIND MUCH OF IT HELPFUL.
1059 [Q4.5.1 why] JUST DON'T REMEMBER LOTS OF IT.

2041 [Q4.5] EVERYTHING THAT HAD TO DO WITH THE PARENTING AGREEMENT.
2041 [Q4.5.1 why] BECAUSE THAT WAS OUR FOCUS AT THE TIME.

1013 [Q4.5] FINDING OUT ABOUT ALTERNATIVE LAW. WE WENT TO MEDIATION.
1013 [Q4.5.1 why] THEY WERE NON-BIAS.

1055 [Q4.5] GENERALLY HELPFUL, BUT REALIZED THE LARGE IMPACT IT HAS ON KIDS.
1055 [Q4.5.1 why] GOT TO YOUR HEART STRINGS.

2069 [Q4.5] HEARING THE LEGAL SIDE OF IT.
2069 [Q4.5.1 why] IT WAS WHERE I WAS AT.

1037 [Q4.5] HOW TO COMMUNICATE AND HOW IT [DIVORCE] AFFECTS THE KIDS.
1037 [Q4.5.1 why] IT SHOWED HOW NEGATIVE IT IS WHEN PARENTS FIGHT, AND HOW THAT AFFECTS THE KIDS.

2078 [Q4.5] I DIDN'T HAVE ANY PART THAT I FOUND TO BE PARTICULARLY MORE HELFUL. BY THE END, WHAT HAD AN IMPACT WAS TO BE EXPOSED TO ALL THE DIFFERENT THINGS FROM THE KIDS' PERSPECTIVE. YOU CAN FLIP THINGS AROUND TO SEE THAT IT IS NOT ABOUT ME, NOT ABOUT HER, BUT ABOUT THE KIDS. ALL THE MATERIAL IN THE COURSE SUPPORTED THAT.
2078 [Q4.5.1 why] BECAUSE IT MADE ME REFOCUS MY PERSPECTIVE ON THE KIDS, AS OPPOSED TO BLAMING AND VICTIMIZING AND THINGS LIKE THAT. I STILL USE IT. FOR EXAMPLE, I REMOVED THE CURFEW FROM MY SON. THIS WAS AN EXAMPLE OF HOW I FLIPPED IT AROUND. THE CONTROL ON HIM IS NOW GONE. AND HE EVEN CAME HOME EARLY LAST NIGHT

2035 [Q4.5] I DON'T KNOW. THE WHOLE THING WAS GOOD.

1076 [Q4.5] I DON'T REMEMBER THE DETAILS OF THE WORKSHOP AS IT WAS A LONG TIME AGO.

1065 [Q4.5] I LIKE THE FACT THAT YOU COULD ASK QUESTIONS AND SIT WITH THE FACILITATORS AFTER THE WORKSHOP. THEY MADE TIME FOR ONE-ON-ONE TIME. IT WAS NICE TO HAVE THIS.
1065 [Q4.5.1 why] EVERY CASE IS DIFFERENT, SO IT WAS NICE TO HAVE YOUR OWN ONE-ON-ONE TIME AFTERWARDS TO DISCUSS YOUR OWN SITUATION.

1018 [Q4.5] I LIKE THE VIDEO THEY SHOWED.
1018 [Q4.5.1 why] YOU SEE A CLEAR PERSPECTIVE.

1046 [Q4.5] I THINK THE VIDEOS WERE THE MOST HELPFUL.
1046 [Q4.5.1 why] THEY SHOWED THINGS CLEARLY - HOW CHILDREN ARE AFFECTED.

1080 [Q4.5] I THINK WHEN THE FACILITATORS TOOK QUESTIONS FROM THE PARTICIPANTS. THERE WERE ALL SORTS OF QUESTIONS FROM THE OTHER PARENTS WHO WERE GOING THROUGH THE SAME THING. THE ANSWERS PROVIDED BY THE FACILITATORS WERE VERY HELPFUL.
1080 [Q4.5.1 why] I AM NOT AN OUTSPOKEN PERSON AND OTHERS WERE. THEY ASKED THE SAME QUESTIONS I WOULD HAVE ASKED AND THE FACILITATORS HAD THE ANSWERS RIGHT THERE.

1003 [Q4.5] I THINK, IN GENERAL, THE WHOLE ATMOSPHERE ON HOW CHILDREN INTERPRET

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OR REACT, OR DO NOT NECESSARILY REACT TO WHAT IS GOING ON. IT IS SUCH A STRESSFUL SITUATION. JUST HOW KIDS DEAL OR DON'T DEAL HAD THE MOST IMPACT ON ME.
1003 [Q4.5.1 why] I THINK THAT JUST REFLECTED WHAT I WAS GOING THROUGH AT THE TIME.

1068 [Q4.5] INTERACTION WITH FACILITATORS AND PARTICIPANTS.
1068 [Q4.5.1 why] YOU GET MORE OUT OF REAL LIFE ISSUES.

1050 [Q4.5] IT HAD TO DO WITH THE FACILITATORS AFTER THE COURSE HAD ENDED. ONCE EVERYONE ELSE WAS GONE, WE TALKED ONE-ON-ONE WITH THE FACILITATORS ABOUT OUR SITUATION.
1050 [Q4.5.1 why] AGAIN, THE COURSE WASN'T REALLY RELEVANT TO US. WE HAD ADDITIONAL CONCERNS THAT NEEDED TO BE COVERED.

1056 [Q4.5] IT WAS A LONG TIME AGO. BUT I REMEMBER THE PART ON HOW TO PUT THE CHILDREN FIRST, REINFORCE THAT THEY ARE NOT TO BLAME, LET THEM KNOW YOU LOVE THEM AND ALSO TO LET KIDS KNOW THAT IT IS NOT THEIR FAULT. THIS WAS REALLY STRESSED IN THE VIDEO AND THROUGHOUT THE WHOLE WORKSHOP. THE VIDEO SCENARIOS WITH THE CHILDREN REALLY MADE ME THINK.
1056 [Q4.5.1 why] IT JUST REALLY MADE ME THINK OF HOW HURT KIDS CAN GET. WHAT PARENTS SAY, AND IT MAY NOT SEEM SO BAD, CAN BE INTERPRETTE BY KIDS IN THE WRONG WAY. THE WORKSHOPS MADE ME REALIZE THAT MY KIDS NEED TO UNDERSTAND THAT IT IS NOT THEIR FAULT. I REALLY TRY NOT TO SAY THINGS TO THEM.

2061 [Q4.5] LISTENING TO OTHER PEOPLE'S QUESTIONS THAT I HAD NOT THOUGHT OF.
2061 [Q4.5.1 why] THE QUESTIONS SEEMED RELEVANT ANT IT WAS THINGS I HAD NOT THOUGHT OF.

2047 [Q4.5] NO PARTICULAR PART.
2047 [Q4.5.1 why] AL LTHE INFORMATION WAS GOOD.

2088 [Q4.5] PARENTING PLAN PART WAS GOOD AND INFORMATIVE. WHAT TO EXPECT IN KIDS' BEHAVIOURS ACCORDING TO THEIR AGES WHEN THEY ARE GOING THROUGH A SEPARATION/DIVORCE EXPERIENCE.
2088 [Q4.5.1 why] OUR CHILDREN ARE VERY IMPORTANT TO US AND WE WANTED TO DO THE RIGHT THING FOR THEM SO THE PART ABOUT WHAT SIGNS TO WATCH FOR WAS VERY IMPORTANT TO US.

2055 [Q4.5] PEOPLE GOT TO SPEAK OUT AND EXPRESS HOW THEY FELT AND VENT SOME FEELINGS WITH PEOPLE WHO ARE GOING THROUGH THE SAME SITUATION AND UNDERSTAND WHAT THEY ARE GOING THROUGH WITHOUT BEING JUDGEMENTAL.
2055 [Q4.5.1 why] IT WAS GOOD TO KNOW THAT PEOPLE ARE ALSO FEELING HOW YOU ARE

1022 [Q4.5] PROBABLY THE VIDEOS.
1022 [Q4.5.1 why] THEY PUT IT ALL IN PERSPECTIVE. WHAT YOU SHOULD AND SHOULDN'T DO.

1051 [Q4.5] RE-ITERATING NOT PUTTING THE KIDS IN THE MIDDLE. TREATING YOUR RELATIONSHIP AS A BUSINESS.
1051 [Q4.5.1 why] THE BUSINESS PART WAS GOOD.

1028 [Q4.5] SOME OF THE SCENARIOS WERE HELPFUL.
1028 [Q4.5.1 why] THE PARTICIPANTS WERE VOCAL AND TALKED ABOUT THEIR RELATIONSHIPS.

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2086 [Q4.5] TALKING ABOUT POSSIBLE AFFECTS SEPARATION HAS ON KIDS AND BEHAVIOR SHIFTS TAHT MAY HAPPEN TO THEM.
2086 [Q4.5.1 why] MY FOCUS WAS TO MINIMIZE THE IMPACT OF SEPARATION ON OUR SON

1033 [Q4.5] TALKING WITH THE OTHER PARTICIPANTS.
1033 [Q4.5.1 why] IT FEELS SAFER BECAUSE THERE ARE OTHERS WITH THE SAME PROBLEMS.

2049 [Q4.5] THE BINDER INFORMATION.
2049 [Q4.5.1 why] THE PRESENTATION COVERED EVERYTHING IN THE BOOK. I FOUND THE VIDEO OUTDATED.

3023 [Q4.5] THE BUSINESS SIDE OF THE RELATIONSHIP.
3023 [Q4.5.1 why] I REALIZED WE NEEDED TO WORK ON THIS.

2045 [Q4.5] THE CHILD DEVELOPMENT PART.
2045 [Q4.5.1 why] IT MADE IT CLEAR WHAT TO LOOK FOR IN CHILDREN AT DIFFERENT AGES.

3022 [Q4.5] THE DISCUSSION.
3022 [Q4.5.1 why] IT ALLOWED EVERYBODY TO HAVE THEIR OWN CONCERNS ANSWERED.

1047 [Q4.5] THE EMPHASIS ON NOT SPEAKING NEGATIVELY ABOUT THE OTHER PARENT. THE EMPHASIS ON MAINTAINING STABILITY FOR THE CHILDREN.
1047 [Q4.5.1 why] BECAUSE I MADE GOOD USE OF THOSE THINGS FOR MY OWN CHILDREN.

3017 [Q4.5] THE EXPLANATION OF COMMUNICATION.
3017 [Q4.5.1 why] IT HELPS ME TO KNOW THAT I WAS DOING IT RIGHT.

2005 [Q4.5] THE FACILITATOR'S KNOWLEDGE WAS THE MOST HELPFUL ASPECT.

1019 [Q4.5] THE FACILITATORS EXPLAINED THINGS FAIRLY WELL.
1019 [Q4.5.1 why] THEY EMPHASIZED IT WASN'T FOR THE ADULTS, BUT FOR THE KIDS.

3008 [Q4.5] THE FIRST PART OF THE COURSE ON HOW TO CO-OPERATE WITH THE OTHER PARENT FOR OUR CHILDREN.

3008 [Q4.5.1 why] ADULTS DON'T CONSIDER THE CHILD. THEY GET CAUGHT UP IN A POWER STRUGGLE. IT'S NOT USUALLY IN THE BEST INTEREST OF THE CHILDREN.

1012 [Q4.5] THE GROUP SHARED INFORMATION ABOUT WHAT THEY WERE GOING THROUGH. THEY HAD A TELEVISION AND VIDEO WITH PEOPLE FROM OTHER PLACES GOING THROUGH THE SAME THINGS AS I. IT MADE ME FEEL LIKE I WASN'T ALONE.

1012 [Q4.5.1 why] IT MADE ME REALIZE THERE'S MORE THAN ONE PERSON GOING THROUGH THIS.

3011 [Q4.5] THE HOW TO THINGS THAT AFFECT THE KIDS.
3011 [Q4.5.1 why] IT JUST HELPS TO KNOW THE RIGHT THINGS TO DO.

2095 [Q4.5] THE IMPACT THAT SEPARATION AND DIVORCE HAS ON THE CHILDREN.
2095 [Q4.5.1 why] THAT WAS MY MAIN CONCERN - IN LEARNING WHAT THE CHILDREN WERE GOING THROUGH.

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2063 [Q4.5] THE INFORMATION BINDER WAS THE MOST HELPFUL.
2063 [Q4.5.1 why] IT CONTAINED THE INFORMATION I WAS LOOKING FOR.

1005 [Q4.5] THE LAWYER ANSWERING QUESTIONS WAS GOOD.
1005 [Q4.5.1 why] THERE IS NOT A LOT OF HELP OUT THERE FOR LEGAL ISSUES.

2075 [Q4.5] THE LAWYER ASPECT.
2075 [Q4.5.1 why] IT WAS THE INFORMATION THAT I NEEDED THE MOST.

1029 [Q4.5] THE LEGAL ASPECT.
1029 [Q4.5.1 why] IT'S A WHOLE NEW BALL GAME. YOU NEED TO KNOW. FOR EXAMPLE, YOU HAVE TO KNOW THERE IS A DIFFERENCE BETWEEN A SEPARATION AGREEMENT AND A PARENT AGREEMENT AND THERE IS A DIFFERENCE.

1071 [Q4.5] THE LEGAL END OF IT AS THE LAWYER GAVE SOME GOOD INFORMATION. THE HANDOUTS WERE HELPFUL AS WELL.
1071 [Q4.5.1 why] THERE ARE OTHERS GOING THROUGH IT AS WELL AND IT WAS NICE TO KNOW THAT.

1058 [Q4.5] THE LEGALITIES WERE GOOD AND COMMUNICATING TO SPOUSE IDEAS.
1058 [Q4.5.1 why] HANDS ON TIPS WERE EFFECTIVE AND ALSO THE LAWYER WAS WELL-INFORMED.

1048 [Q4.5] THE LONGER WORKSHOP WAS HELPFUL AND THE VIDEO WAS GOOD IN THE FIRST WORKSHOP.
1048 [Q4.5.1 why] MADE YOU FOCUS ON THE CHILDREN.

2072 [Q4.5] THE MOVIE CLIP.
2072 [Q4.5.1 why] IT GAVE SITUATIONS THAT EVERYONE THERE COULD INDENTIFY WITH.

2096 [Q4.5] THE MOVIE HAD THE MOST IMPACT ON ME.
2096 [Q4.5.1 why] IT WAS SAD.

1079 [Q4.5] THE NECESSITY TO HAVE BOTH PARENTS EQUALLY INVOLVED IN THE CHILD'S LIFE.
1079 [Q4.5.1 why] PERHAPS THIS VIEW HAS NOT BEEN PRESENTED IN SOCIETY BEFORE. REGARDLESS OF THE SITUATION, IT IS BECOMING MORE ACCEPTED THAT THE FATHER IS AS EQUALLY INVOLVED IN CHILD'S LIFE AS MUCH AS A MOTHER IS. IT IS REFRESHING TO FINALLY SEE THIS VIEWPOINT.

1004 [Q4.5] THE OPEN DISCUSSION AMONGST THE PARTICIPANTS.
1004 [Q4.5.1 why] IT WAS REAL LIFE EXPERIENCES.

2070 [Q4.5] THE PART ABOUT COMMUNICATION WITH THE OTHER PARENT AND HOW TO KEEP THE KIDS OUT OF IT.
2070 [Q4.5.1 why] IT HELPED ME TALK TO THE OTHER PERSON AND DISENGAGE FROM WHAT HE MIGHT GET INTO AND STOP THE DISCUSSION BEFORE IT GOT UGLY.

1060 [Q4.5] THE PART ABOUT LEGAL RIGHTS THAT PARENTS HAVE WHEN GOING THROUGH SEPARATION.
1060 [Q4.5.1 why] THE MORE INFORMATION THE BETTER, AND TO GET IT IN ONE PLACE WAS GREAT.

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1081 [Q4.5] THE PART ABOUT THE EFFECTS THAT SEPARATION HAS ON KIDS AND THE QUESTIONS THEY MAY HAVE.
1081 [Q4.5.1 why] THE MORE INFORMATION THE BETTER IN DEALING WITH KIDS' QUESTIONS AND EMOTIONS.

1045 [Q4.5] THE PART DEALING WITH HOW THE CHILDREN WERE FEELING WHEN GOING THROUGH SEPARATION.
1045 [Q4.5.1 why] IT IS HARD TO THINK OF HOW THE KIDS ARE FEELING AND THIS MADE IT CLEARER.

3003 [Q4.5] THE PART OF THE COURT PROCESS.
3003 [Q4.5.1 why] IT'S THE MOST DIFFICULT PART TO GO THROUGH.

1042 [Q4.5] THE PART ON HOW TO RELATE TO THE OTHER PARENT.
1042 [Q4.5.1 why] TREATING IT IN A MORE BUSINESS-LIKE MANNER.

1057 [Q4.5] THE PART ON WHAT NOT TO DO IN FRONT OF YOUR CHILDREN.
1057 [Q4.5.1 why] MADE YOU UNDERSTAND WHAT YOU MIGHT BE DOING IN FRONT OF YOUR KIDS.

2092 [Q4.5] THE PART THAT DEALT WITH WHAT PARENTS CAN EXPECT AND ALSO THE IMPACT THAT SEPARATION HAS ON CHILDREN.
2092 [Q4.5.1 why] IT WAS INFORMATION THAT I DID NOT KNOW.

1064 [Q4.5] THE PART THAT EXPLAINED THE IMPACT ON KIDS WHEN GOING THROUGH SEPARATION.
1064 [Q4.5.1 why] IT IS IMPORTANT THAT THE KIDS UNDERSTAND WHAT IS HAPPENING AND IT IS NOT THEIR FAULT IN ANY WAY.

3009 [Q4.5] THE PART WHERE WE DISCUSSED HOW TO DEAL WITH THE KIDS.
3009 [Q4.5.1 why] YOU CAN ASK THEM QUESTIONS.

1074 [Q4.5] THE PRESENTATIONS BY THE FACILITATORS.
1074 [Q4.5.1 why] IT WAS VERY WELL-PLANNED AND FACILITATORS DID A GOOD JOB WITH VISUAL AID.

2036 [Q4.5] THE QUESTION AND ANSWER SESSION.
2036 [Q4.5.1 why] PEOPLE COULD DISCUSS THEIR OWN ISSUES.

2043 [Q4.5] THE QUESTION TIME.
2043 [Q4.5.1 why] MORE SPECIFIC TO A PERSON'S NEEDS.

1062 [Q4.5] THE REINFORCEMENT OF THE CHILD'S PART AND KEEPING THEM OUT OF THE ADULT ISSUES.
1062 [Q4.5.1 why] THAT WAS THE POINT I WAS TRYING TO GET ACROSS TO THE OTHER PARENT.

2023 [Q4.5] THE VIDEO AND DISCUSSING IT AFTER.
2023 [Q4.5.1 why] I'M MORE OF A HANDS ON PERSON AND THE DISCUSSING WAS GREAT.

3005 [Q4.5] THE VIDEO AND DISCUSSION.

3005 [Q4.5.1 why] IT WAS MORE INTERACTIVE.

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1053 [Q4.5] THE VIDEO INPUT WAS USEFUL AND GOOD TO SEE THE KID'S PERSPECTIVE ON THE DIVORCE.
1053 [Q4.5.1 why] IT WAS NICE TO SEE IT THROUGH A KID'S PERSPECTIVE.

1041 [Q4.5] THE VIDEO WAS REALLY GOOD AND LETS PEOPLE SEE THINGS FROM A CHILD'S PERSPECTIVE.
1041 [Q4.5.1 why] AS ADULTS, WE FORGET HOW KIDS FEEL AND IT WAS A GOOD REMINDER.

1025 [Q4.5] THE VIDEO WAS USEFUL.
1025 [Q4.5.1 why] IT DEMONSTRATES HOW TO HAVE POSITIVE COMMUNICATION.

1026 [Q4.5] THE VIDEO.
1026 [Q4.5.1 why] IT WAS ACTUAL KIDS HEARING AND LISTENING TO THE ADULTS.

2037 [Q4.5] THE VIDEO.
2037 [Q4.5.1 why] IT GAVE SOME PRAPHICS ON HOW NOT TO DO IT.

2042 [Q4.5] THE VIDEO.
2042 [Q4.5.1 why] IT SHOWED YOU THINGS TAHT YOU JUST MIGHT NOT REALIZE.

2056 [Q4.5] THE VIDEO.
2056 [Q4.5.1 why] IT SHOWED WHAT WAS HAPPENING TO ME AND OTHERS I KNEW.

3010 [Q4.5] THE VIDEO.
3010 [Q4.5.1 why] IT SHOWED US WHAT IT WOULD BE LIKE.

3018 [Q4.5] THE VIDEO.
3018 [Q4.5.1 why] I WAS ABLE TO SEE WHAT WAS AHEAD OF ME.

2077 [Q4.5] THE VIDEOS HAD THE MOST IMPACT ON THE PARTICIPANTS.
2077 [Q4.5.1 why] IT MADE PARENTS THINK ABOUT THE STRESS THEY ARE PUTTING ON THE KIDS WHEN GOING THROUGH SEPARATION.

1014 [Q4.5] THE VIDEOS WERE GOOD.
1014 [Q4.5.1 why] IT WAS CONCRETE, VISUAL, WITH REAL PICTURES.

2094 [Q4.5] THE VIDEOS WERE POWERFUL AND HELPFUL TO ME.
2094 [Q4.5.1 why] PICTURES CAN TELL A STORY BETTER THAN WORDS.

1067 [Q4.5] THE VIDEOTAPE AND THE LAWYER EXPLAINED SOME USEFUL AND PRACTICAL INFORMATION TO PEOPLE.
1067 [Q4.5.1 why] CLEAR, CONCISE AND HONEST APPROACH TO DELIVERING THE MESSAGE

1027 [Q4.5] THE VIDEOTAPE BECAUSE IT SHOWED KIDS AND HOW THEY WERE AFFECTED BY SEPARATION.
1027 [Q4.5.1 why] I WAS ABLE TO RELATE TO IT AS I CAME FROM A BROKEN FAMILY.

1052 [Q4.5] THE VIDEOTAPE WAS GOOD.
1052 [Q4.5.1 why] IT GOT RIGHT TO THE POINT AND WAS EFFECTIVE IN SEEING KIDS' REACTIONS TO A VARIETY OF SITUATIONS.

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1078 [Q4.5] THE VIDEOTAPE WAS GOOD.
1078 [Q4.5.1 why] IT SHOWED WHAT SITUATIONS THE CHILDREN SEE WHEN THE PARENTS ARE FIGHTING.

1020 [Q4.5] THE WHOLE THING. I COULDN'T PICK ONE THING. IT WAS ALL GOOD.
1020 [Q4.5.1 why] BECAUSE IT WAS ALL USEFUL INFORMATION.

1017 [Q4.5] THERE WASN'T ONE.
1017 [Q4.5.1 why] BECAUSE THE PROBLEMS THE WORKSHOP WAS DEALING WITH, I WAS HOPEFUL WOULDN'T APPLY TO ME.

1010 [Q4.5] TO BE ABLE TO TALK WITH THE COUNSELORS.
1010 [Q4.5.1 why] IT'S MORE OF A PERSONAL LEVEL.

2093 [Q4.5] VIDEOTAPE DONE BY CHILDREN WAS EYE OPENING AND OFFERED HOPE AT THE END OF IT.
2093 [Q4.5.1 why] GOOD TO HEAR CHILDREN'S PERSPECTIVE ON DIVORCE AND SEPARATION.

3002 [Q4.5] WHEN WE WERE ABLE TO TALK ABOUT WHAT HAPPENS TO THE KIDS.
3002 [Q4.5.1 why] IT JUST OPENS YOUR EYES AND IT HELPS YOU UNDERSTAND WHAT THE CHILD IS GOING THROUGH.

1035 [Q4.5.1]: I DID NOT TAKE THE INTEREST AT THE TIME, BUT I KNOW IT IS THERE AND I CAN FOLLOW UP ON IT.

Q4.6 1 Please provide two changes you would like to see made to the Workshop?

1032 [q4.6.1] 1. BE MORE HANDS-ON. 2. HAVE A PLAN SO PEOPLE KNOW WHERE TO GO FROM THERE [AFTER THE WORKSHOP].
1003 [q4.6.1] 1. IT SHOULD BE OFFERED MORE OFTEN.
2. IT SHOULD BE MANDATORY TO A CERTAIN DEGREE.
THERE SHOULD BE SOME FORM OF MANDATORY AWARENESS OF THE CONCEPT THEY ARE EXPRESSING IN THE WORKSHOP. THERE SHOULD BE AN INFORMATION SESSION FOR KINDERGARTEN PARENTS PRESENTED IN SUCH A FASHION THAT [CHILDREN] THAT THEIR OWN KIDS GO TO SCHOOL WITH MAY BE GOING THROUGH THIS. IF THERE IS AN UNDERSTANDING OF THIS IT WOULD BE BETTER. IT WOULD BE NICE TO HAVE ALL THE INFORMATION BEFORE GOING THROUGH SEPARATION OR DIVORCE. IF YOU ARE GOING TO HAVE A WORKSHOP, YOU NEED TO ANTICIPATE FALL-OUT. IF YOU GIVE PEOPLE KNOWLEDGE AND EDUCATE THEM ON WHAT RESOURCES ARE OUT THERE, YOU NEED TO BE AWARE PEOPLE MAY TRY TO USE RESOURCES. PEOPLE CAN'T IF THERE ARE WAITING LISTS.

1052 [q4.6.1] 1. ONE FACILITATOR WAS HARD TO UNDERSTAND AND STUTTERED A LOT.
2. MORE PREPARATION ON FACILITATORS' PART.

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1005 [q4.6.1] 1. SEE WHO THE FACILITATORS ARE (SHOULD BE MORE CHARISMATIC)
2. SKIMMED OVER A LOT OF STUFF - SHOULD BE MORE THOROUGH.

2049 [q4.6.1] A CLEAR SPEAKER. UPDATED VIDEOS.

1004 [q4.6.1] A LOT OF THE INFORMATION WAS IN REVIEW. TIMING IS AN ISSUE. BEFORE GOING I WASN'T READY TO GO, SO IT'S A CATCH-22.

1044 [q4.6.1] DISCUSSION SHOULD BE MORE ABOUT DEALING WITH SEPARATION AFTER THE INITIAL EMOTIONS ETC. ARE OVER.

2055 [q4.6.1] DON'T MAKE PEOPLE INTERACT WITH THE PERSON NEXT TO THEM. DON'T MAKE PEOPLE TALK IF THEY DON'T WANT TO.

1028 [q4.6.1] ENSURE BOTH PARENTS TAKE IT.

1051 [q4.6.1] ENSURE BOTH PARENTS TAKE IT.

2077 [q4.6.1] FOCUS ON INDIVIDUAL SITUATIONS AND BE ABLE TO ANSWER THEIR QUESTIONS. TALK ABOUT POSSIBLE EXCHANGES THAT MAYBE RUN BY A GOVERNMENT AGENCY.

2088 [q4.6.1] HOW TO BETTER DEAL WITH ATTACKS ON EACH OTHER WOULD BE HELPFUL. HELP PARENTS DEAL WITH EACH OTHER WHEN THE DIVORCE IS NEGATIVE - OFFER MORE IN-DEPTH INFORMATION ON WHAT TO DO WHEN THIS IS HAPPENING.

1008 [q4.6.1] I THINK IT OUGHT TO BE MANDATORY.

1035 [q4.6.1] I WOULD MAKE THE SESSIONS A LITTLE BIT LONGER. NEED MORE TIME TO BE ABLE TO COVER ALL THE INFORMATION.

3019 [q4.6.1] IT SHOULD BE MANDATORY TO GO. DIVORCE SHOULD BE MADE A LOT HARDER.

2069 [q4.6.1] IT WOULD BE NICE TO HAVE AN OPEN SESSION. IT WOULD BE NICE TO HAVE A LIST OF SERVICES AVAILABLE FOR PEOPLE GOING THROUGH THIS.

1012 [q4.6.1] MAKE IT MORE CONSISTANT FOR PEOPLE TO COME. MAKE IT EVERY MONTH AND KEEP IT AT THAT.

1038 [q4.6.1] MAYBE HAVE A SECTION THAT DEALS WITH ONE NIGHT STANDS.

3005 [q4.6.1] MORE INTERACTION WITH PARTICIPANTS. MORE DISCUSSION.

2093 [q4.6.1] MORE TIME TO GO OVER INFORMATION (MAYBE TWO SESSIONS). AT THE END PERHAPS HAVE MORE TIME FOR QUESTIONS INDIVIDUALLY

1046 [q4.6.1] NEED TO SHOW MORE OPTIONS ON HOW TO COMMUNICATE WITH AN UNREASONABLE SPOUSE. TEACH BETTER RESOLUTION SKILLS.

1067 [q4.6.1] OFFER THEM MORE OFTEN.

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2070 [q4.6.1] PERHAPS DIVIDE IT INTO GENDER SEPARATED - ONE FOR MEN AND ONE FOR WOMEN.

2063 [q4.6.1] PERHAPS SHARING NAMES OR HAVING IT MORE OPEN.

3011 [q4.6.1] PROVIDE MORE INFORMATION ON PEOPLE GOING THROUGH THIS HARD STUFF.

1048 [q4.6.1] PROVIDE MORE INFORMATION REGARDING COMMUNICATION.

1045 [q4.6.1] PROVIDE MORE QUALITATIVE STATISTICS IN REGARDS TO WHAT IS HEALTHY FOR THE KIDS AND FOR THE PARENTS. INFORMATION FOR THE KIDS AS TO WHY IT IS HAPPENING (WHY THE PARENTS ARE SEPARATING.)

1078 [q4.6.1] SHOULD BE MANDATORY FOR PEOPLE GOING THROUGH SEPARATION.

3002 [q4.6.1] SOMEONE THERE WHO HAS BEEN THROUGH IT RATHER THAN THE BOOKLET.

1058 [q4.6.1] STUDENT BOOKLET MORE USER-FRIENDLY.

2036 [q4.6.1] TAKE IT TO TEH COMMUNITIES.

1079 [q4.6.1] THE COURSE ITSELF WAS DIRECTED SPECIFICALLY AT PEOPLE WHO HAVE BEEN MARRIED. THEY NEED TO BROADEN THE SPECTRUM TO INCLUDE NOT ONLY MARRIED COUPLES, BUT COMMON-LAW, DATING INDIVIDUALS OR PEOPLE WHO DON'T EVEN KNOW EACH OTHER. NEED TO INCLUDE A WIDE RANGE OF SITUATIONS AND NOT JUST ISOLATE CERTAIN PEOPLE.THE INFORMATION, IN TERMS OF THE NEEDS OF THE CHILDREN AT VARIOUS STAGES, NEEDS TO BE MORE GENERAL. I FOUND THAT THEY FOLLOWED SUCH A STRICT FORMAT FOR PRESENTING THESE NEEDS AT SPECIFIC AGES. SHOULD PROVIDE A GENERAL PERSPECTIVE AND NOT BE SO STRICT WITH THEIR GUIDELINES. HAVE TO ALLOW FOR EXCEPTIONS.

2047 [q4.6.1] THE FACILITATORS SHOULD INCLUDE A PART ON ABUSIVE PARTNERS.
THERE IS A DIFFERENCE ON HOW TO DEAL WITH THEM.

1025 [q4.6.1] THE HANDOUTS SHOULDN'T BE VERBATIM OF WHAT WAS PRESENTED IN THE COURSE.

2072 [q4.6.1] THE JUDGE SHOULD MAKE BOTH PARENTS GO.

2045 [q4.6.1] THE LEGAL PART OF THE WORKSHOP WAS GOOD, BUT I THOUGHT THE C OMMUNICATION PART WASN'T AS GOOD.

3014 [q4.6.1] THE LOCATION BECAUSE I COULDN'T HEAR.
IT SHOULD BE MANDATORY.

2016 [q4.6.1] THE OTHER PARENT SHOULD BE FORCED TO ATTEND.

1026 [q4.6.1] THE PEOPLE WHO ATTEND THIS PROGRAM. IF THEY TALK ABOUT HOW MUCH MONEY THEY'RE GOING TO GET AND TALK ABOUT THEIR LAWYERS, I THINK IT SHOULD BE STOPPED. THE FOCUS SHOULD BE ON THE CHILDREN.

1065 [q4.6.1] THE VIDEO IS REALLY OLD AND NEEDS TO BE UPDATED.

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3010 [q4.6.1] THE VIDEO SHOULD BE UPDATED.

2078 [q4.6.1] THE WORKSHOP SHOULD BE IN TWO PARTS. NEED ADDITIONAL PIECES ADDED. 1. THEY ALMOST NEED AN ADDITIONAL WORKSHOP. THEY SAY, HERE ARE ALL THE TOOLS, NOW GO USE THEM. BUT, THEY NEED TO HAVE FOLLOW-UP - ALMOST A REFRESHER WHERE PEOPLE CAN COME AND SAY THIS IS WHAT WORKED OR DID NOT WORK. IT COULD BE LIKE A SMALL SEMINAR FOR ABOUT TWO HOURS. PEOPLE COULD SHARE EXPERIENCES, GIVE ADVICE AND DIRECTION.

1059 [q4.6.1] THE WRITTEN MATERIAL SHOULD BE BETTER ORGANIZED AS IT WAS NOT TOO FOCUSED.

3018 [q4.6.1] THERE SHOULD BE TISSUE ON THE TABLE.

2041 [q4.6.1] THEY SHOULD SEPARATE INTO TWO SECTIONS, ONE SEPARATION AGREEMENT AND TWO PARENTING AGREEMENT.

2097 [q4.6.1] THEY USED A VIDEO TAPE WHERE THEY USED A NBA PLAYER WHO PROBABLY FATHERED FIVE DIFFERENT CHILDREN. I JUST THOUGHT IT WAS FUNNY.

1074 [q4.6.1] VIDEOTAPES WERE WAY TOO SAD AND EMOTIONAL.

1056 [q4.6.1] IT HAS BEEN SO LONG SINCE I ATTENDED THAT, AT THIS POINT, I WOULDN'T KNOW WHAT TO SUGGEST FOR A CHANGE.

Section 5 Workshop Outcomes – Level of Awareness

Q5.2 1 Could you briefly explain what changes you have made in the way you parent?

3019 BEING AVAILABLE AND BEING MORE BUSINESS-LIKE.

2022 BEING AWARE OF DIFFERENT AGES OF CHILDREN AND WHAT TO EXPECT

1055 BEING CAREFUL WHAT I SAY WITHIN EARSHOT.

1025 BETTER COMMUNICATION BETWEEN THE FATHER AND ME.

1059 BETTER COMMUNICATION WITH SPOUSE, LESS BLAMING ON YOUR SPOUSE AND BETTER COMMUNICATION IN FRONT OF CHILD.

2023 BY BEING CAREFUL WHAT TO SAY TO MY CHILD.

1062 CHANGED DURING THE SEPARATION TIME, BUT NOT ON A REGULAR BASIS.

2088 [HE SAID THAT HE WAS MORE AWARE OF HIS STYLE OF PARENTING, BUT THE WORKSHOP DID NOT CHANGE THIS, JUST MADE HIM MORE AWARE.]

Appendix 1

1044 HELPED ME REALIZE HOW I REACT TO MY CHILDREN AND TO KEEP THEM OUT OF THE LOOP BETWEEN MYSELF AND THE OTHER PARENT.

2077 HOLD MYSELF BACK IN FRONT OF THE KIDS WHEN TALKING ABOUT OTHER PARENTS AND TRY TO STAY CALM.

1056 I AM JUST A BETTER PARENT. MAYBE THAT IS BECAUSE WE ARE NOT TOGETHER ANY MORE, SO THERE ARE NO LONGER ARGUMENTS. I NOW ADDRESS CHILDREN WITH WHAT IS HAPPENING AND EXPLAIN THINGS TO THEM. WE DON'T GIVE THEM DETAILS OF ANYTHING, JUST GIVE THEM UNDERSTANDING. BEFORE WE JUST ARGUED AND WOULD TELL THE KIDS IT WAS NONE OF THEIR BUSINESS, BUT THAT ONLY LEFT THEM WONDERING. WE DON'T SAY THAT TO THEM ANYMORE. NOW WE EXPLAIN AND REASSURE THEM THAT IT IS NOT YOUR FAULT AND LET THEM KNOW WE ARE WORKING THINGS OUT.

2078 I AM A LOT MORE SENSITIVE OF MY FEELINGS ON THE KIDS. RECOGNIZE IF I START TO SAY ANYTHING NEGATIVE TOWARDS FORMER PARTNER AND USING MY KIDS AS A SOUNDING BOARD. I CATCH MYSELF IF I START DOING THAT. I DON'T USE MY KIDS IN THAT WAY. WITH MY KIDS, I AM SOMEONE WHO CARES. I DON'T LOAD THEM DOWN WITH OTHER STUFF.

2094 I AM MORE AWARE OF MY OWN ACTIONS WHICH CHANGED THE WAY I PARENT.

2096 I AM MORE TOLERANT WITH MY DAUGHTER AND HAVE MORE PATIENCE WITH HER.

2065 I AM NOT AS OPINIONATED. I NOW HAVE MORE KNOWLEDGE ON COUPLES, LIKE WHAT PROBLEMS THEY CAN FACE AND WHAT THEY HAVE TO ACHIEVE.

1003 I BELIEVE I UNDERSTAND MORE WHERE MY KIDS ARE AT IN THEIR DEVELOPMENT AND EMOTIONAL NEEDS. I RESPOND ACCORDINGLY TO THAT. ALSO, WITH REGARDS TO EVERYONE, MORE OPEN COMMUNICATION HAPPENS.

1022 I DON'T FIGHT WITH THE EX ANYMORE IN FRONT OF THE KIDS.

3009 I DON'T TALK NEGATIVE ABOUT THE OTHER PARENT WHEN THE KIDS ARE AROUND.

1065 I HAVE NOT REALLY CHANGED THE WAY I PARENT, BUT I HAVE CHANGED HOW I TALK WITH THE OTHER PARENT IN FRONT OF THE KIDS. HOW I PARENT HAS NOT CHANGED, BUT HOW I DEAL WITH THE OTHER PARENT HAS.

2055 I LEARNED TO NOT GET ANGRY IN FRONT OF MY CHILDREN AND NOT FIGHTING IN FRONT OF THEM BECAUSE IT IS NOT GOOD FOR THE CHILDREN. I LEARNED TO WALK AWAY WHEN ANGRY.

1026 I MAKE AN EFFORT THAT EVERY DAY I TELL MY KIDS THAT IT'S NOT THEIR FAULT, AND WE BOTH LOVE THEM.

1080 I THINK I HAVE LEARNED HOW A CHILD DEALS WITH STUFF AND WHAT STUFF NOT TO DO IN FRONT OF THEM, LIKE WHAT YOU SAY AND DO. I TRY TO FOLLOW THIS.

1004 I THINK IT HAS HEIGHTENED MY AWARENESS OF THE SPECIFIC AFFECTS OF SEPARATION. I TRY TO DO THINGS ABOUT THAT.

1033 I THINK MORE ABOUT WHAT TO DO WITH MY KIDS.

Appendix 1

1078 I TRY NOT TO BRING MY EX-WIFE AND MYSELF INTO THINGS AND FOCUS ON THE CHILDREN MORE.

2042 I TRY NOT TO TAKE MY FRUSTRATION OUT ON MY SON.

3011 I'M MORE AWARE OF HIS ACTIONS OR THINGS HE SAYS.

2037 I'M MORE AWARE OF THE IMPACT OF SAYING NEGATIVE THINGS ABOUT THE OTHER PARENT IN FRONT OF THE CHILDREN. IT REALLY HURTS THEM.

3022 I'M MORE AWARE.

2069 I'M MORE CAREFUL WHAT I SAY AND HOW I SAY IT.

1015 I'M MORE SENSITIVE TO MY DAUGHTER. TO COMMUNICATE WITH THE DAD BETTER AND NOT TO PUT THE KID IN THE MIDDLE.

2072 I'M NOT BRINGING UP THINGS IN FRONT OF MY CHILD.

3023 I'M TRYING TO HAVE MORE OPEN COMMUNICATION WITH THE CHILDREN

2049 I'M TRYING TO RESERVE JUDGEMENT LONGER NOT TO REACT.

3002 I'VE STOPPED USING THEIR FATHER'S NAME AROUND THEM.

2090 IT HELPED US TO REMEMBER TO EXPLAIN THE CHANGE IN THEIR [THE CHILDREN'S] LIVES.

1008 IT MADE ME MORE AWARE OF THE IMPACT OF THAT SEPARATION OR DIVORCE COULD HAVE ON THE KIDS. IT HELPED ME TO PUT MYSELF IN THEIR SHOES. I THINK IT HAS MADE ME A KINDER, GENTLER PARENT BECAUSE OF IF.

2041 JUST TO TRY AND WORK WITH THE OTHER PARENT.

1013 KEEP THE CHILDREN OUT OF IT. HAVING COMMUNICATION LIKE A BUSINESS TRANSACTION. DON'T MAKE IT PERSONAL.

1057 LEARNING TO LISTEN MORE TO THE KIDS.

2086 MADE IT EASIER RIGHT AFTER SEPARATION AND ENABLED ME TO SPEAK EASIER TO MY SON ABOUT THE SEPARATION.

1014 MORE APPRECIATION FOR MY EX-SPOUSE'S PERSPECTIVE. I SAW A DIFFERENT PERSPECTIVE IN THE VIDEO.

2093 MORE AWARE OF WHAT THEY ARE GOING THROUGH.

1045 MORE AWARENESS OF THE FEELINGS OF CHILDREN NOW.

3018 MORE COMMUNICATION. I TRY NOT TO GET ANGRY.

Appendix 1

1060 MORE PATIENT AND MORE COMMUNICATION ABOUT THE SEPARATION AND VISITATION. MORE UNDERSTANDING OF WHAT MY CHILD IS GOING THROUGH AND BETTER UNDERSTANDING OF HIS REACTIONS AND NEEDS.

1020 NO, BUT IT DID MAKE ME CHANGE ON HOW I INTERACT WITH THE OTHER PARENT.

1029 NO, BUT IT HAS CHANGED THE WAY I DEAL WITH MY EX. IT HAS CHANGED MY VIEWS ON HOW AND WHY SHE SHOULD VISIT WITH HER KIDS.

1041 TAKE EXTRA CARE NOT TO INVOLVE DAUGHTER IN ANYTHING BETWEEN MYSELF AND HER DAD.

3017 THE COMMUNICATION IS SO IMPORTANT.

1047 TO BE CONSCIOUS OF HOW I REFER TO THEIR FATHER AND REFER TO HIM IN A POSITIVE WAY. I PUT MORE EMPHASIS ON STABLE PROBLEMS IN THE HOME.

2005 TO INSURE THAT MY CHILD'S NEEDS ARE THE NUMBER ONE PRIORITY.

1019 WE MADE COMMON GROUND RULES, SUCH AS CONSISTENT RULES, GOOD FOOD TO EAT FOR THE KIDS, EVEN IF IT'S A BAD TIME. [EVERYTHING WILL STILL BE CONSISTENT.]

1054 WE WOULD DISCUSS THINGS ABOUT WHAT IS BEST FOR THE KIDS, WHEREAS WE DID NOT PREVIOUSLY.

1010 WELL, I DON'T USE MY KIDS AS MESSENGERS ANY MORE. ALTHOUGH, IT WOULD BE NICE IF BOTH PARENTS WENT SO THAT WE BOTH WOULD MAKE CHANGES.

1037 WHAT THE KIDS NEEDS ARE AT SPECIFIC AGES.

1056 I AM JUST A BETTER PARENT. MAYBE THAT IS BECAUSE WE ARE NOT TOGETHER ANY MORE, SO THERE ARE NO LONGER ARGUMENTS. I NOW ADDRESS CHILDREN WITH WHAT IS HAPPENING AND EXPLAIN THINGS TO THEM. WE DON'T GIVE THEM DETAILS OF ANYTHING, JUST GIVE THEM UNDERSTANDING. BEFORE WE JUST ARGUED AND WOULD TELL THE KIDS IT WAS NONE OF THEIR BUSINESS, BUT THAT ONLY LEFT THEM WONDERING. WE DON'T SAY THAT TO THEM ANYMORE. NOW WE EXPLAIN AND REASSURE THEM THAT IT IS NOT YOUR FAULT AND LET THEM KNOW WE ARE WORKING THINGS OUT.

1065 I HAVE NOT REALLY CHANGED THE WAY I PARENT, BUT I HAVE CHANGED HOW I TALK WITH THE OTHER PARENT IN FRONT OF THE KIDS. HOW I PARENT HAS NOT CHANGED, BUT HOW I DEAL WITH THE OTHER PARENT HAS.

1029 NO, BUT IT HAS CHANGED THE WAY I DEAL WITH MY EX.

Q5.3.3 Why have you been unable to maintain a parenting plan?

1080 [Q.5.3.3]: I HAVE THE GUIDELINES FOR ONE. IT IS NOT SOMETHING THAT THE OTHER PARENT IS DOING, BUT I AM TRYING.

1029 [q5.3.3] I PLAN TO IMPLEMENT THE PLAN IN TWO YEARS WHEN WE MAKE A NEW PARENT AGREEMENT.

1003 [q5.3.3] IT HAS BEEN VERY EXTRAORDINARY CIRCUMSTANCES I AM IN. I WAS ACTUALLY GRANTED PRIMARY RESIDENCY OF MY CHILDREN. MY SPOUSE UP AND MOVED THEM AWAY AND I WAS FORCED TO RETRIEVE THEM. SHE WAS SUPPOSED TO HAVE THEM BACK TO ME BEFORE SCHOOL, BUT SHE HAD ACTUALLY REGISTERED THEM WHERE SHE WAS. IT WAS EXTREMELY CHALLENGING LAST FALL. I WORK A DEMANDING JOB AND IT IS NOT AN IDEAL SITUATION TO MAKE A PARENTING PLAN WORK. I JUST TRY TO KEEP AN EVEN KEEL AT THIS POINT.

2097 [q5.3.3] IT'S NOT FINALIZED. WE NEED A MEDIATOR FOR THE OTHER PARENT AND I.

1047 [q5.3.3] LACK OF OTHER PARENT NOT TAKING THE WORKSHOP AND PARENT HOST ILITY TOWARDS THE OTHER PARENT.

2045 [q5.3.3] THE OTHER PARTY REFUSES TO FOLLOW IT.

1078 [q5.3.3] WORK IN PROGRESS WITH EX-WIFE.

2005 [q5.3.3] STILL WORKING ON IT.

Q5.5 What steps have you taken to minimize conflict between yourself and the other parent?

2088 [q5.5] AVOID EACH OTHER AND APPROACH AND DEAL WITH EACH OTHER IN A BUSINESS-LIKE MANNER.

1057 [q5.5] AVOIDING THE PERSON AND FOCUS ON WHAT'S BEST FOR THE CHILDREN. BEING CONSISTENT WITH THE KIDS IN MANY WAYS.

2065 [q5.5] BOTH OF US HAVE BECOME MORE PATIENT. WHEN THE CHILD IS WITH THE OTHER PARENT, WE KNOW YOU CAN'T JUST BARGE IN ON THEIR PRIVACY AND START MAKING PLANS. NEED TO HAVE SPACE FROM OTHER PARENT.

2086 [q5.5] BY APPROACHING THINGS IN A BUSINESS-LIKE MANNER. WE COMMUNICATE FREQUENTLY AND OPENLY WITH EACH OTHER NOW.

2005 [q5.5] BY BEING MORE IN CONTROL OF MY EMOTIONS, EXPECIALLY IN FRONT OF MY CHILD. TRYING HARDER TO AGREE, AGAIN MAKING MY CHILD FIRST.

1014 [q5.5] BY KEEPING CONVERSATIONS FROM THE CHILDREN. I TRY NOT TO SHOW NEGATIVE FEELINGS SO MY KIDS CAN'T READ THEM.

3023 [q5.5] BY MAKING PHONE CALLS BRIEF AND TO THE POINT.

1065 [q5.5] BY READING THE PAMPHLETS, TALKING WITH FRIENDS AND FAMILY TO KEEP MYSELF SANE. THIS PROGRAM HAS REALLY HELPED. IT HAS CLEARED THE AIR FOR COMMUNICATION.

Appendix 1

2037 [q5.5] BY TRYING NOT TO FIGHT IN FRONT OF THE CHILDREN.

2061 [q5.5] COMMUNICATE MORE OPENLY, TRY AND RESOLVE CONFLICTS AND TRUST EACH OTHER MORE.

1026 [q5.5] COMMUNICATION IS BETTER. WE FOCUS ON THE KIDS.

1041 [q5.5] CONSCIOUSLY DECIDED TO CONTROL WHAT I CAN CONTROL AND ONLY LOOK AT LEGAL ISSUES NOW.

2035 [q5.5] CONSISTENCY.

1005 [q5.5] DON'T FIGHT IN FRONT OF THE KIDS. KEEP IT LIKE A BUSINESS AND DON'T GET TOO PERSONAL. LOOK AT THE BIGGER ISSUE, WHICH IS THE KID'S WELFARE.

1053 [q5.5] DROP THEM OFF QUICKLY AND MINIMIZE CONTACT. WRITE THINGS IN THE JOURNAL SO YOU KNOW WHAT IS GOING ON. LOOK AT THINGS FROM A BUSINESS POINT OF VEW AND DON'T GET TOO PERSONAL.

1048 [q5.5] FOUND SOLUTIONS WE CAN BOTH LIVE WITH AND FOCUS ON WHAT IS BEST FOR THE KIDS AND PUT DIFFERENCES ASIDE.

1003 [q5.5] I AM TRYING TO APPROACH EVERY DISCUSSION AND EVERY RELATION WITH HER FROM AN APPROACH OF WIN-WIN. I TRY TO KEEP AN ACCEPTING, POSITIVE ATTITUDE WHEN I TALK WITH HER. I AM UNDERSTANDING AS WELL. I TRY TO GRANT HER SOME DIGNITY.

1043 [q5.5] I AVOID A LOT OF CONFRONTATION. I KEEP THINGS TO MYSELF. BY WAITING, LETTING SOME THINGS GO AND ACCEPTING WHAT IS BEST FOR THE LITTLE ONE AND RECOGNIZING THAT SOMETHINGS HER MOTHER DOES ARE NOT THAT BAD.

1080 [q5.5] I DEAL WITH HER WHEN THE KIDS ARE NOT AROUND.

1010 [q5.5] I DON'T ASSOCIATE WITH HER ANY MORE UNLESS I HAVE TO.

3019 [q5.5] I DON'T DISCUSS ANYTHING IN FRONT OF MY SON. I DO TRY TO ALERT MY EX TO LEAVE IT TO THE LAWYERS.

2069 [q5.5] I DON'T ENTERTAIN A LOT OF PHONE CALLS. I STEER THE CONVERSATION TOWARDS THE KIDS. I TRY TO BE NICE. I TRY NOT TO HAVE HIM PICK THE KIDS UP AT THE HOUSE BECAUSE HE HOLDS RESENTMENT.

3018 [q5.5] I DON'T PUT MY CHILD IN THE MIDDLE.

1004 [q5.5] I GOT SEPARATED.

2090 [q5.5] I HAVE A VERY GOOD RELATIONSHIP WITH THE OTHER PARENT. WE TALK EVERY DAY.

1035 [q5.5] I HAVE TRIED TO MAKE HIM AWARE OF IT. TO A CERTAIN EXTENT, IT IS NOT WORKING VERY WELL. I TRY REALLY HARD TO KEEP THE KIDS OUT OF IT. IF I AM HEARING THINGS ABOUT MY EX, I AM NOT GOING TO MY KIDS AND ASKING THEM ABOUT IT.

Appendix 1

2045 [q5.5] I KEEP TRYING TO OPEN UP COMMUNICATION BETWEEN US.

3008 [q5.5] I LEAVE VOICEMAIL AND NOTES.

2047 [q5.5] I TRIED EVERYTHING, IT DIDN'T WORK.

1025 [q5.5] I TRIED TO ENGAGE IN POSITIVE COMMUNICATION. I WOULD NOT ALLOW THE FATHER TO BAIT ME INTO CONFLICT.

1015 [q5.5] I TRY AND BE NICE.

1022 [q5.5] I TRY NOT TO FIGHT WITH THE EX AND I GIVE IN MORE.

1078 [q5.5] I TRY NOT TO GET INTO ARGUMENTS WHEN HE IS AROUND AND STAY CALM AND LEVEL-HEADED.

3014 [q5.5] I'M MORE AWARE TO NOT TALK ABOUT THE OTHER PARENT IN FRONT OF THE KIDS.

1029 [q5.5] I'VE IMPLEMENTED A SAFETY PLAN.

2023 [q5.5] I'VE POINTED THINGS OUT TO HIM; THINGS HE'S DONE THAT HURT OUR CHILD. IT'S NOT JUST ABOUT HIM, IT'S ABOUT ALL OF US.

1047 [q5.5] INVITATION TO COUNSELING DIALOGUE, RECREATION WITH KIDS AND THE OTHER PARENT - ALL DECLINED BY THE OTHER PARENT.

1008 [q5.5] JUST AS THEY WERE SAYING AT THE COURSE, TO KEEP STRONG EMOTIONS OUT OF IT AND TREAT IT LIKE A BUSINESS RELATIONSHIP. I TRY TO BE POLITE AND OBJECTIVE AND THAT SEEMS TO WORK THE BEST.

2055 [q5.5] KEEP MY MOUTH SHUT AND WATCH WHAT I SAY AND WORK THINGS OUT WHEN THE KIDS ARE NOT AROUND.

1042 [q5.5] KEEPING IT AT A BUSINESS LEVEL. ALSO, SEEING A LAWYER ON ANY OUTSTANDING ISSUES.

1051 [q5.5] LIMIT CONTACT BETWEEN US AND USING EMAILS.

3005 [q5.5] MORE COMMUNICATION.

1052 [q5.5] MORE SEPARATION AND LESS CONTACT BETWEEN US.

3022 [q5.5] MY ATTITUDE; HAVING A CO-OPERATIVE ATTITUDE.

3002 [q5.5] MY NEW BOYFRIEND STAYS AWAY FROM MY EX AND RESPECTS THAT HE IS MY CHILDREN'S FATHER.

3011 [q5.5] NO CONTACT; ONLY WRITTEN.

1012 [q5.5] NONE. I HAVEN'T SEEN HER IN THREE YEARS.

Appendix 1

1074 [q5.5] NONE. WE ARE BACK TOGETHER NOW.

1060 [q5.5] NOT SEEING AS MUCH OF EACH OTHER AND MAKING EXCHANGES BRIEF.

1019 [q5.5] NOT TO HAVE DISAGREEMENTS IN FRONT OF THE CHILD.

2072 [q5.5] NOTHING YET.

2022 [q5.5] NOTHING.

2016 [q5.5] THERE IS NO CONTACT.

1062 [q5.5] THERE IS NOTHING TO FIGHT ABOUT ANYMORE AS WE DON'T LIVE TOGETHER ANYMORE.

1059 [q5.5] THERE WAS A RESTRAINING ORDER AGAINST HIM IN THE BEGINNING. NOW WE DON'T GET INTO DISPUTES OR FIGHTS.

2063 [q5.5] THERE WAS NO CONFLICT, JUST A LACK OF RELATIONSHIP AND COMMUNICATION.

1045 [q5.5] TRIED TO SEE HIS POINT OF VIEW AND NOW I AM IN ANOTHER RELATIONSHIP, SO TRY TO KEEP THAT SEPARATE RIGHT NOW.

2096 [q5.5] TRY AND BE NICE TO EACH OTHER AND THINK OF OUR CHILD FIRST.

2077 [q5.5] TRY NOT TO TAKE THINGS PERSONALLY AND DEAL WITH HER IN A BUSINESS-LIKE MANNER.

1044 [q5.5] TRY TO SETTLE MONEY MATTERS AND THEN WE WON'T FIGHT ABOUT THAT ANYMORE, WHICH WILL RESULT IN LESS CONFLICTS.

1064 [q5.5] TRYING TO BE RESPECTFUL AND POLITE WHEN TALKING TO HIM AND IN REFERENCE TO HIM.

3017 [q5.5] WE ARE STARTING TO COMMUNICATE ON A MORE FRIENDLY BASIS.

3009 [q5.5] WE ARE TRYING TO AGREE.
OPEN COMMUNICATION.

1020 [q5.5] WE CAME UP WITH A SAFETY PLAN. ALSO A COMMUNICATION PLAN.

2070 [q5.5] WE COMMUNICATE VIA EMAIL WITH EACH OTHER.

2019 [q5.5] WE DIDN'T DISCUSS POTENTIAL CONFLICT SITUATIONS AND WE'RE LE
ARNING TO AVOID THEM.

2094 [q5.5] WE DO MORE TALKING INSTEAD OF YELLING IN FRONT OF THE CHILDREN AND STOP IF I START TO GET ANGRY. I WALK AWAY UNTIL I COOL OFF AND THEN WE TRY AGAIN.

1056 [q5.5] WE DON'T LET OUR CHILDREN PLAY US AGAINST EACH OTHER. SHE DISCIPLINES

WHEN SHE IS WITH THEM AND I DISCIPLINE WHEN I HAVE THE CHILDREN. WE DON'T ALLOW THE KIDS TO PHONE THE OTHER PARENT AND COMPLAIN ABOUT HOW THE OTHER PARENT DISCIPLINED THEM. WE ARE BOTH ADULTS AND CAN ACCEPT THAT WE CAN BOTH MAKE THE RIGHT DECISIONS REGARDING THE CHILDREN.

2078 [q5.5] WE DON'T TALK, OR SHOULD I SAY WE SELDOM TALK. I HAVE NOT BEEN PRESSING HER FOR CHILD SUPPORT. I HAVE HAD MY SON TWO YEARS AND HAVE HAD NO CHILD SUPPORT. GAVE UP ON LAWYERS.

2049 [q5.5] WE EMAIL. IT WORKS THE BEST FOR US.

1055 [q5.5] WE HAVE A NEURTRAL DROP OFF SPOT FOR THE KIDS UNTIL THNGS COOL OFF A BIT.

1038 [q5.5] WE HAVE DISCUSSION THROUGH A LOG BOOK. WE HAVE NO DISCUSSIONS OTHER THAN USING THAT.

2095 [q5.5] WE NOW HAVE A BUSINESS-LIKE RELATIONSHIP AND DEAL WITH THE FACTS AND CHILD RELATED STUFF ONLY.

3021 [q5.5] WE REALIZE THAT FOR OUR DAUGHTER'S SAKE WE WOULD TRY TO GET ALONG.

1071 [q5.5] WE REGARD EACH OTHER AS A BUSINESS AND DO NOT HAVE A PERSONAL RELATIONSHIP ANY MORE SO THERE IS NO NEED TO FIGHT.

2075 [q5.5] WE SPEAK THROUGH A MEDIATOR.

2097 [q5.5] WE TALK PROFESSIONALLY. WE FOCUS ON THE CHILD AND WE TRY AND ACOMMADATE EACH OTHER WHEN IT COMES TO SEEING OUR CHILD.

1054 [q5.5] WE TALK TO EACH OTHER WHEN KIDS ARE NOT PRESENT.

2042 [q5.5] WE TRY NOT TO TALK WHEN WE HAVE OUR SON AROUND.

1037 [q5.5] WE TRY TO AVOID SUBJECTS THAT ANNOY EACH OTHER.

2041 [q5.5] WE TRY TO TALK TO EACH OTHER IN A PROFESSIONAL MANNER. WE ALSO TRY NOT TO TALK ABOUT EACH OTHER IN FRONT OF THE CHILDREN.

1017 [q5.5] WE'RE TRYING NOT TO ARGUE.

2056 [q5.5] WE'VE DISCUSSED BOUNDARIES THAT WE BOTH LIVE WITH. WE TRY NOT TO DISAGREE IN FRONT OF THE CHILDREN.

1061 [q5.5] WE'VE SET UP OUR SCHEDULES SO THAT WE DON'T RUN INTO EACH OTHER ALL THE TIME, AND DO WHAT IS IN THE BEST INTEREST OF THE KIDS.

1013 [q5.5] WE'VE WRITTEN DOWN GOALS AND EXPECTATIONS. WE ALSO SAT DOWN WITH A CALENDAR AND PLANNED FOR A YEAR AS TO WHO HAS THEM WHEN.

2093 [q5.5] WRITING LETTERS INSTEAD OF FIGHTING OVER THE PHONE AND I STEP BACK WHEN ANGRY.

3010 [q5.5] [N/A -UNUSUAL CIRCUMSTANCE: SHE WENT TO THE WORKSHOP BECAUSE SHE IS TRYING TO GET HER CHILD BACK FROM HER SISTER WHO LEGALLY ADOPTED HIM. SO, SHE WANTED TO UNDERSTAND THE SEPARATION HE WOULD FEEL LEAVING HIS ADOPTED MOTHER (HER SISTER). ANYWAYS, SHE FELT SHE DIDN'T KNOW THE ANSWERS TO A LOT OF THESE QUESTIONS.- NO OTHER PARENT INVOLVED, SO THESE QUESTIONS ARE NOT APPLICABLE.

Q5.6.1 Could you provide some examples of how communication has improved?

2078 [q5.6.1] BECAUSE SHE IS NO LONGER SCREAMING AT ME WHEN I HANG UP THE PHONE. IT HAS IMPROVED MY LISTENING SKILLS.

2041 [q5.6.1] BY BEING PROFESSIONAL.

2005 [q5.6.1] BY MAKING THE CHILD THE PRIORITY.

2070 [q5.6.1] COMMUNICATE ON ISSUES THAT RELATE TO THE CHILDREN ONLY.

1060 [q5.6.1] COMMUNICATING MY OWN NEEDS AND CHILD'S NEEDS TO THE OTHER PARENT AND NOT GETTING INTO ANY OTHER DISCUSSIONS.

1052 [q5.6.1] HE BECAME MORE AWARE OF HIS ACTIONS IN FRONT OF THE KIDS.

1041 [q5.6.1] I CAN BE MORE OBJECTIVE AND TIMELY IN DEALING WITH HIM.

2055 [q5.6.1] I COULD EXPRESS MYSELF BETTER TO HIM AND GOT GOOD TIPS TO COMMUNICATE WITH HIM.

1078 [q5.6.1] I DON'T ARGUE OR YELL, SO WE TALK MORE CALMLY NOW.

3002 [q5.6.1] I HAD A LOT OF ANGER TOWARDS MY EX. I HAVE TO FOCUS ON MY CHILDREN.

1008 [q5.6.1] I THINK BY GETTING EMOTIONS SEPARATE FROM THE MESSAGE WORKS FOR US. I AM CLEAR WITH THE MESSAGE AS I POSSIBLY CAN BE. I KEEP ANGST OUT OF IT.

3018 [q5.6.1] I'M NOT SO TENSE. I'M NOT PUTTING THE BLAME ON MY EX.

2056 [q5.6.1] I'VE BECOME MORE ASSERTIVE. I'VE PLACED BOUNDARIES THAT I IMPLEMENT.

1014 [q5.6.1] I'VE LOWERED MY EXPECTATIONS. I TRY TO UNDERSTAND THE OTHER PERSPECTIVE. BY LETTING GO AND REALIZING YOU CAN'T CONTROL EVERYTHING.

1054 [q5.6.1] IF THE KIDS WANT TO DO SOMETHING, WE TALK ABOUT IT FIRST.

1037 [q5.6.1] IF WE HAVE HAD ENOUGH, WE END OUR CONVERSATION THEN AND CONTINUE IT ANOTHER DAY.

2042 [q5.6.1] INSTEAD OF TALKING IN FRONT OF HIM, WE MAKE OTHER ARRANGEMENTS TO TALK WHEN HE CAN'T HEAR.

Appendix 1

1003 [q5.6.1] IT HAS CERTAINLY GOTTEN BETTER, BUT COMMUNICATION IS NOT NECESSARILY PERFECT. IT IS BETTER THAN IT HAS BEEN. I AM TAKING THE APPROACH OF BETTER UNDERSTANDING, LESS JUDGEMENTS BEING MADE. I AM ALLOWING HER HER ANGER, BUT NOT ALLOWING HER TO STEP OVER ANY BOUNDARIES. I EXPRESS BOUNDARIES BETTER IN COMMUNICATION.

3019 [q5.6.1] IT HELPED ME TO TRY TO BE A GOOD COMMUNICATOR.

2035 [q5.6.1] IT OPENED OUR EYES. WE TALK MORE NOW.

1062 [q5.6.1] IT WAS EASY TO REMIND HIM NOT TO GET UPSET ABOUT THINGS AS WE THOUGHT MORE OF THE KIDS' ISSUES. DO NOT LEAVE ADULT DECISIONS UP TO THE KIDS.

1019 [q5.6.1] JUST MORE COMMUNICATION BETWEEN US.

1059 [q5.6.1] LOOK AT OUR RELATIONSHIPO MORE AS A BUSINESS AND KEEP PERSONAL FEELINGS OUT OF IT. WRITE LETTERS TO HIM AND I DON'T USE CHILD AS AVENUE FOR COMMUNICATION. DON'T TALK ABOUT PERSONAL LIFE WITH HIM, JUST WHAT IS NECESSARY.

3005 [q5.6.1] MAKING A POINT OF DISCUSSING THINGS.

3022 [q5.6.1] MORE CHILD FOCUSED.

1025 [q5.6.1] NEEDS ARE EXPRESSED BETWEEN THE TWO OF US.

2096 [q5.6.1] NO, BECAUSE I CANNOT THINK OF EXAMPLES.

1053 [q5.6.1] THROUGH UTILIZING THE JOURNAL AND KEEPING INTERACTIONS AT A BUSINESS LEVEL.

1013 [q5.6.1] TO BE ABLE TO SEE OUTSIDE OF YOUR OWN SITUATION. IT IS ALL ABOUT THE CHILDREN.

2077 [q5.6.1] TOOK TIME TO TALK ABOUT THINGS THAT MATTER TO TEH OTHER PARENT WHEN DEALING WITH CHILD RELATED MATTERS.

2065 [q5.6.1] UNLESS IT IS A REAL EMERGENCY, YOU SHOULD NOT CONTACT OTHER PARENT. INTERACTION ABOUT CHILDREN IS AS FRIENDS.

1047 [q5.6.1] USE OF "I" STATEMENTS, SPEAKING IN A NON-ACCUSATORY TONE.

2086 [q5.6.1] USING A BUSINESS-LIKE APPROACH IN THE BEGINNING.

1005 [q5.6.1] USING A MORE BUSINESS-LIKE APPROACH AND KEEP EMOTIONS OUT OF IT. LOOK AT WHAT'S BEST FOR THE KIDS.

2095 [q5.6.1] VERY BUSINESS-LIKE, SHORT, SWEET AND TO THE POINT.

3017 [q5.6.1] WE ARE TALKING NOW. WE MAINLY TALK ABOUT OUR SON.

Appendix 1

1044 [q5.6.1] WE DON'T FIGHT OVER CUSTODY OF THE KIDS AS WE AGREED TO SHARE THEM AND ONCE WE CAN SETTLE EVERYTHING ELSE WE WON'T HAVE TO ARGUE ABOUT IT.

3021 [q5.6.1] WE FOCUS ON OUR DAUGHTER.

1026 [q5.6.1] WE FOCUS ON THE KIDS.

1048 [q5.6.1] WE FOCUS ON WHAT IS BEST FOR THE CHILDREN AND KEEP PERSONAL OPINIONS OUT OF DISCUSSIONS.

1057 [q5.6.1] WE HANG OUT TOGETHER NOW AND WE FEEL IT IS GOOD FOR THE KIDS

1061 [q5.6.1] WE HAVE LEARNED TO TALK TO EACH OTHER AND KEEP THE KIDS OUT OF IT (DECISIONS AND THINGS).

1020 [q5.6.1] WE MEET AND TALK ABOUT THE NEEDS OF THE CHILD.

2094 [q5.6.1] WE SIT DOWN TOGETHER WITH THE KIDS AND TALK TO THEM. THE KIDS HAVE TRIED TO PLAY US AGAINST EACH OTHER AND WILL TELL ONE PARENT THAT THE OTHER PARENT SAID IT WAS OKAY, SO NOW WE CHECK WITH THE OTHER ONE BEFOREHAND.

1065 [q5.6.1] WE TALK MORE ON A BUSINESS TERM, JUST LIKE THE COURSE SUGGESTED. NOT BRINGING OUR PERSONAL LIVES INTO DISCUSSIONS, AS HIS LIFE IS NO LONGER MY BUSINESS AND MY LIFE IS NO LONGER HIS BUSINESS. HOWEVER, WHEN HIS PERSONAL LIFE AFFECTS THE CHILDREN'S LIVES, IT IS HARD NOT TO BRING IT UP BECAUSE THE CHILDREN'S LIVES ARE MY LIFE.

1056 [q5.6.1] WE TALK THINGS OUT A LOT MORE. INSTEAD OF KEEPING THINGS BOTTLED UP INSIDE. IF WE ARE ARGUING, WE QUICKLY CHANGE TO TALKING OR DISCUSSING. IT IS ALSO EASIER NOW TO WALK AWAY OR HANG UP THE PHONE.

3009 [q5.6.1] WE TRY NOT TO ARGUE. WE RESPECT EACH OTHER'S WISHES.

2061 [q5.6.1] WE TRY TO LISTEN AND NOT ARGUE.

2049 [q5.6.1] WE TRY TO THINK ABOUT WHAT TO SAY BEFORE WE RESPOND. WE ALSO STAY FOCUSED ON WHAT NEEDS TO BE DISCUSSED.

2019 [q5.6.1] WE'RE BECOMING MORE BUSINESS-LIKE. WE ALSO USE WRITTEN COMMUNICATION.

2023 [q5.6.1] WE'VE AGREED TO KEEP OUR DISCUSSIONS FOCUSED ON OUR CHILD.

1071 [q5.6.1] WHEN SHE WANTS TO ARGUE, WE DON'T AND WILL TALK LATER WHEN BOTH ARE IN A BETTER MOOD.

1080 [Q5.6.1]: I THINK IT HAS HELPED ME LOOK AT THINGS DIFFERENTLY. AS FAR AS DEALING WITH MY EX, NOT MUCH HAS CHANGED.

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Section 6 Community Resources

Q6.2.1 .Which community resources have you used?

1008 [q6.2]: JUST GOING THROUGH SEPARATION OR DIVORCE MAKES YOU AWARE OF ADDITIONAL RESOURCES.

1056 [q6.2] 1. COUNSELING
2. COUNSELING FOR THE CHILDREN

1054 [q6.2] 1. FAMILY SERVICES
2. CHILDREN SERVICES

1014 [q6.2] 1. MEDIATION
2. FAMILY SERVICES

1057 [q6.2] BOOKSTORE

1045 [q6.2] CHILD SUPPORT GUIDELINES

1055 [q6.2] CONSELELLING FOR KIDS AND SELF.
CHURCH

1064 [q6.2] COUNSELLING

2097 [q6.2] COUNSELLING

1042 [q6.2] COUNSELLING THROUGH NIMCO AND ASSOCIATES

2041 [q6.2] COUNSELOR

1003 [q6.2] I TRIED TO USE COUNSELLING FOR CHILDREN.THE WORKSHOP HELPED IDENTIFY OTHER RESOURCES. ONE OF THE FACILITATORS THAT GAVE A BRIEF PRESENTATION HAS AN AGENCY WHICH FOCUSES ON COUNSELLING FOR CHILDREN. HOWEVER, WHEN I TRIED TO USE THE COUNSELLING, THERE WAS A WAITING LIST OF A YEAR AND WE WERE IN A CRISIS SITUATION.

3009 [q6.2] I'M IN ANGER MANAGEMENT.

1062 [q6.2] LAW LINE

2049 [q6.2] LAW LINE
COUNSELOR TRHOUGH EMPLOYER ASSISTANCE PROGRAM.

1047 [q6.2] LEGAL AID

1013 [q6.2] LIBRARY AT THE COLLEGE

1008 [q6.2]: NOT AT THIS TIME BECAUSE I HAVE ALREADY BEEN ACCESSING ALL THAT I NEED. I HAVE A STRONG SUPPORT COMMUNITY WITH CHURCH AND FAMILY.

1026 [q6.2] PERSONAL COUNSELLING FROM SOCIAL ASSISTANCE.

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2055 [q6.2] SCHOOL COUNSELLOR

3010 [q6.2] SECOND COURSE OF THE WORKSHOP.

3023 [q6.2] THE FAMILY COUNSELING.

2056 [q6.2] THE LENDING LIBRARY AT YUKON FAMILY SERVICES.

1059 [q6.2] VICTIM SERVICES

2047 [q6.2] VICTIM SERVICES.
WOMEN CENTER.

2069 [q6.2] VICTIM SERVICES.
CHILDREN AND FAMILY SERVICES
WOMEN'S SHELTER

1025 [q6.2] YUKON FAMILY SERVICES

1037 [q6.2] YUKON FAMILY SERVICES

1044 [q6.2] YUKON FAMILY SERVICES

1060 [q6.2] YUKON FAMILY SERVICES

2088 [q6.2] YUKON FAMILY SERVICES

3002 [q6.2] YUKON FAMILY SERVICES

1065 [q6.2] YUKON FAMILY SERVICES ASSOCIATION
MOTHER GOOSE PROGRAM
NOBODY'S PERFECT

2065 [q6.2] YUKON FAMILY SERVICES ASSOCIATION AND ITS LIBRARY.
COUNSELING.
SOCIAL SERVICES / SOCIAL WORKER.

1020 [q6.2] YUKON FAMILY SERVICES COUNSELLING.

2037 [q6.2] YUKON FAMILY SERVICES LIBRARY

Q6.4 Which additional legal resources/services have you used?

1032 [q6.4.1] 1. COUNSELING
2. MEDIATION

1052 [q6.4.1] 1. LAW LINE
2. FAMILY SERVICES LIBRARY.

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1033 [q6.4.1] 1. LAWLINE
2. FAMILY SERVICES

1048 [q6.4.1] 1. LAWLINE
2. TRYING TO FIND A LAWYER

1056 [q6.4.1] 1. LAWYER
2. TRIED MEDIATION UNSUCCESSFULLY.

1005 [q6.4.1] 1. LEGAL AID
2. LAWLINE

1015 [q6.4.1] 1. MEDIATION
2. COLLABORATIVE
3. SETTLEMENT CONFERENCE

1013 [q6.4.1] 1. MEDIATION
2. LAW CLINIC
3. FAMILY LAW

2037 [q6.4.1] COLLABORATIVE LAW.

2055 [q6.4.1] COLLEGE - LEGAL AID LAWYERS

2041 [q6.4.1] CUSTODY AND ACCESS REPORT.

1008 [q6.4.1] I DID THE HALF AN HOUR LAWYER REFERRAL MENTIONED. THE LAW LINE. IT WAS EXTRAORDINARY. I CAN'T SAY ENOUGH POSITIVE ABOUT IT.

1071 [Q.6.4.1]: THE LAWLINE WAS HELPFUL, BUT THE LAWYER REFERRAL WAS NOT HELPFUL.

1035 [q6.4.1] I HAVE A LAWYER.

1065 [q6.4.1] LAW CENTRE
LEGAL AID

2023 [q6.4.1] LAW LINE

2094 [q6.4.1] LAW LINE
LEGAL AID
FIRST NATION COURT WORKERS

1045 [q6.4.1] LAW LINE

2097 [q6.4.1] LAW LINE

1062 [q6.4.1] LAW LINE
LAWYER REFERRAL

2049 [q6.4.1] LAW LINE

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2088 [q6.4.1] LAW LINE

1057 [q6.4.1] LAW LINE AND DIFFERENT LEGAL ROUTES

1078 [q6.4.1] LAWLINE

1064 [q6.4.1] LAWLINE

2096 [q6.4.1] LAWYER

1071 [q6.4.1] LAWYER REFERRAL
LAWLINE

1042 [q6.4.1] LEGAL AID
MEDIATION

1060 [q6.4.1] LEGAL AID

2072 [q6.4.1] LEGAL AID.

3018 [q6.4.1] LEGAL AID.

2075 [q6.4.1] MEDIATION

3008 [q6.4.1] MEDIATION

1054 [q6.4.1] MEDIATION

1014 [q6.4.1] MEDIATION

2056 [q6.4.1] MEDIATION

2069 [q6.4.1] MEDIATION
PRIVATE COUNSELING SERVICE
LEGAL AID

1037 [q6.4.1] MEDIATION

3002 [q6.4.1] MEDIATION

2095 [q6.4.1] MEDIATION THROUGH A JUDGE.

3019 [q6.4.1] MEDIATION.

1044 [q6.4.1] MEDIATION.
LAW LINE.

1055 [q6.4.1] MEDIATOR

1010 [q6.4.1] MY LAWYERS THROUGH MEDIATION

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2005 [q6.4.1] NEGOTIATIONS THROUGH LAWYERS.

1080 [q6.4.1] REFERRAL TO A LAWYER

1061 [q6.4.1] THE LAWYER FROM THE WORKSHOP.

1038 [q6.4.1] WE ATTEMPTED MEDIATION.

1017 [q6.4.1] WE GOT A BOOKLET ON HOW TO DRAFT A SEPARATION AGREEMENT.

Section 8 Final Comments?

1005 WOULD BE HELPFUL TO HAVE A FORMAL SUPPORT GROUP FOR PEOPLE GOING THROUGH SEPARATION RUN BY A TRAINED FACILITATOR. SOME IDEAS FOR MOVING ON AND DEALING WITH THE REALITIES OF LIFE RIGHT NOW WOULD BE GOOD. ALSO, SOME MENTAL HEALTH SERVICES WOULD BE GOOD BEFORE THINGS GET REALLY OUT OF CONTROL.

1008 IT WOULD BE HELPFUL TO HAVE ONE-ON-ONE COUNSELING AVAILABLE THAT IS SUBSIDIZED. NOT EVERYONE CAN AFFORD THE COUNSELING OR PSYCHOLOGISTS THAT ARE OUT THERE. SUPPORT GROUPS ARE GOOD. I THINK THERE ARE ALREADY SOME OUT THERE AS I SEE THE ADS IN THE NEWSPAPER.

1010 I WISH THERE WAS A MEN'S GROUP FOR CHILD SUPPORT FOR SINGLE PARENTS.

1012 I THINK THEY NEED TO KEEP THE PROGRAM UP AND RUNNING. IT'S A GOOD THING.

1014 I THINK THAT BOTH PART ONE AND PART TWO OF THE WORKSHOP SHOULD BE MANDATORY FOR BOTH PARENTS.

1015 I THINK IT'S A VERY GOOD IDEA TO HAVE THIS PROGRAM. THEY NEED TO KEEP IT UP AND RUNNING.

1019 IT WAS WORTHWHILE. I WOULD GO TO IT AGAIN.

1029 TWO COMMENTS I WOULD LIKE TO MAKE. FIRST, I THINK THE SURVEY IS FLAWED IN RESPECT TO THE WAY THE QUESTIONNAIRE. I THINK THEY SHOULD HAVE ASKED WHETHER BOTH PARENTS WENT. A LOT OF THE OTHER QUESTIONS WERE DIFFICULT TO ANSWER BECAUSE OF THAT ASPECT. SECOND, WHEN I WAS IN THE PROCESS OF GETTING A DIVORCE, I CALLED THE LAW LINE AT YUKON COLLEGE. I RECEIVED A PACKAGE WITH LOTS OF GOOD INFORMATION. HOWEVER, THEY SHOULD HAVE INCLUDED A BROCHURE ON THE PARENT EDUCATION WORKSHOP. I DIDN'T FIND OUT ABOUT IT UNTIL I WAS DONE WITH THE WHOLE PROCESS. I WOULD HAVE MADE BETTER CHOICES BASED ON THE INFORMATION I LEARNT IN THE WORKSHOP.

1037 I THINK IT'S SOMETHING THAT SHOULD BE MANDATORY WHEN PEOPLE BREAK UP. IT'S VERY BENEFICIAL.

1042 IT WAS A GREAT WORKSHOP. THE INFORMATION AND MEDIATION SHOULD BE AVAILABLE IN

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ALL LANGUAGES.

1043 IT IS TOO BAD THIS SURVEY IS BEING DONE DO LATE. IT IS A YEAR OR SO LATER. IF THEY DON'T WANT TO BE MORE SERIOUS ABOUT WHAT RESULTS THEY GET, THEY SHOULD APPROACH PEOPLE A LITTLE SOONER.

1044 VERY VALUABLE COURSE AND I WOULD RECOMMEND IT TO ANYONE GOING THROUGH A SEPARATION/DIVORCE.

1045 I LEFT THE WORKSHOP WITH A GLOOMY PICTURE. SOME HOPE FOR THE KIDS FEELING BETTER SHOULD BE STRESSED AND THAT THEY WILL BE HAPPY AGAIN, EVEN IN A NEW WAY OF LIFE. THERE SHOULD BE A MORE POSITIVE VIEW ON DIVORCE IF THE HOME(S) WILL BE HAPPIER AND A MORE POSITIVE PLACE TO BRING UP CHILDREN. TRANSITITION TIME BETWEEN HOMES SHOULD BE RELAXED AND PARENTS SHOULD BE AWARE THAT IT MAY TAKE A WHILE AND THEY CAN'T JUST SWITCH INTO ANOTHER MODE. TREAT YOUR LOVED ONES BETTER, LIKE YOUR FRIENDS.

1047 WHAT WOULD HAVE BEEN MORE HELPFUL WOULD HAVE BEEN AFFORDABLE FAMILY COUNSELING BEFORE THE RELATIONSHIP GOT BAD. AFTER THAT (WHEN IT GOT BAD) ACCESS TO SEPARATION COUNSELING WITH SOME LEGAL ASPECTS INVOLVED AND ALSO WHAT IS BEST FOR THE KIDS. AVAILABILITY, QUALITY AND AFFORDABILITY OF THESE SERVICES WOULD BE BENEFICIAL.

1048 SUPPORT GROUP FOR CHILDREN WOULD BE GOOD FOR KIDS WHOSE PARENTS ARE GOING THROUGH A SEPARATION. THERE IS ONE AT SCHOOLS, BUT NOT VERY MANY. ORGANIZE IT LIKE THE PARENTS WORKSHOP, BUT HAVE IT FOR THE KIDS.

1053 MY WIFE'S LAWYER WAS FACILITATING IT AND I THOUGHT IT WAS A CONFLICT OF INTEREST. I COULD NOT SAY MUCH ABOUT WHAT I WAS THINKING OR FEELING. HARD TO UNDERSTAND ONE OF THE FACILITATORS AS HE HAD A STUTTER.

1056 IT SHOULD BE MANDATORY FOR ALL COUPLES SEPARATING OR DIVORCING. PEOPLE SHOULD TAKE THIS WORKSHOP AS IT IS GOOD AND OPENS YOUR EYES TO SEE HOW CHILDREN ARE AFFECTED.

1057 THEY SHOULD DO THE SURVEY SOONER AFTER THE COURSE SO I WOULD REMEMBER MORE DETAILS.

1060 IT WAS ABSOLUTELY WONDERFUL AND JUST EXCELLENT AND HOPE THEY KEEP PUTTING THEM ON. IT WAS A VERY HELPFUL WORKSHOP AND I RECOMMEND PEOPLE TAKE IT WHEN GOING THROUGH SEPARATION.

1062 IT WAS REALLY GOOD AND HELPED ME A GREAT DEAL AND I HAVE PASSED ON THE INFORMATION TO MANY OTHERS.

1064 IT SHOULD BE MANDATORY FOR PEOPLE GOING THROUGH SEPARATION OR DIVORCE.

1065 IT WOULD BE NICE IF SOMETHING EXISTED FOR LOW INCOME FAMILIES TO GO THROUGH AFTER TAKING THIS COURSE. MOST CAN'T AFFORD MEDIATION, BUT MAYBE SOMETHING PEOPLE COULD PAY A ONE-TIME FEE FOR WHICH WOULD BE SIMILAR TO MEDIATION. OR SOME KIND OF A FOLLOW-UP AFTER THE COURSE TO MAKE SOME PEOPLE UNDERSTAND THE MATERIAL PRESENTED.

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1067 KEEP THE PROGRAM GOING, AS I THINK IT BENEFITS MANY PEOPLE. THIS RESPONDENT WAS A COUNSELOR ATTENDING THE WORKSHOP.

1071 IT IS A WONDERFUL PROGRAM AND PEOPLE SHOULD TAKE ADVANTAGE OF IT.
1074 MORE HUMANISTIC APPROACH TO DIVORCE.

1076 THERE SHOULD BE MORE DISCUSSION TIME BETWEEN PARTICIPANTS AND ALSO MORE LEGAL INFORMATION AVAILABLE. ORGANIZATION IN SETTING UP WAS POOR, PERHAPS BECAUSE OF THE DISTANCE AS IT WAS A TELECONFERENCE.

1078 IT WAS AN EXCELLENT COURSE AND I AM GLAD I TOOK IT.

1079 THEY NEED TO LOOK AT THE FACT THAT MARRIAGE THEN DIVORCE IS NOT THE ONLY SCENARIO. IT IS NOT THE ONLY COMMON SCENARIO IN THE YUKON. THERE IS ALSO COMMON-LAW BREAK-UPS OR ONE NIGHT ENCOUNTERS WHICH PRODUCE A CHILD. THEY NEED TO TAKE INTO ACCOUNT ALL SCENARIOS WHEN PRESENTING THE WORKSHOPS. I SEE A LOT OF DIFFERENT RELATIONSHIPS IN MY PROFESSION. AND I HAVE HAD PEOPLE TELL ME THEY DO NOT GO TO THE WORKSHOP BECAUSE THEY DON'T THINK IT APPLIES TO THEIR SITUATION. THEY ALMOST NEED TO HAVE SEPARATE WORKSHOPS FOR STEP-PARENTS OR PARENTS OF ONE-TIME ENCOUNTERS. NEED TO HELP WITH THE WAY SOCIETY IS GOING. THERE ARE NO RESOURCES FOR PEOPLE IN OUR SITUATION WHERE A CHILD RESULTED FROM A ONE-NIGHT ENCOUNTER. THIS HAPPENS ESPECIALLY BECAUSE OF THE BAR SITUATION IN THE YUKON.

2005 I WOULD LIKE TO SEE THE COURSE MORE ADVERTISED, MORE EXPOSURE. I ALSO THINK THAT IT SHOULD BE A MANDATORY PART OF THE COURT PROCESS, BEFORE THE DIVORCE.

2016 I ATTENDED TWO OR THREE YEARS AGO AND DON'T REMEMBER VERY MUCH.

2035 I WOULD LIKE MORE COURSES FOCUSED ON THE CHILDREN.

2036 I WOULD LIKE TO HAVE SEEN A WORKSHOP SPECIFIC FOR GRADPARENTS; WHAT WE CAN DO TO HELP WITH OUR GRANDCHILDREN AND WHAT LEGAL RIGHTS WE HAVE TO SEE OUR GRANDCHILDREN.

2041 IT WAS A REALLY GOOD THING FOR US TO GO THROUGH. I'M NOT SURE HOW OFTEN IT RUNS, BUT IT WAS THERE WHEN WE NEEDED IT.

2042 THE SECOND SESSION OF THE WORKSHOP IS QUITE LONG. IF THEY COULD MAKE IT THREE HOURS TWICE, RATHER THAN SIX HOURS ONCE, THAT WOULD BE BETTER. ALSO, I THINK THEY SHOULD OFFER THE WORKSHOP MORE OFTEN.

2047 COURT ORDERS MAKE US LET OUR EX-PARTNERS HAVE VISTIATION RIGHTS AND WE HAVE TO FIND THE SUPERVISORS FOR THIS. THEY SHOULD BE PROVIDED BY SOCIAL SERVICES.

2055 WOULD LIKE TO SEE MORE COURSES ON SEPARATING AND DIVORCE. EDUCATIONAL COURSES ARE GOOD COMING FROM SOMEONE YOU DON'T KNOW.

2069 IT WAS AVAILABLE TO ME. MY TRANSPORTATION AND BABYSITTING COSTS WERE COVERED, WHICH HELPED A LOT. I'M WONDERING IF THEY ADVERTISE THIS INFORMATION. I THINK THEY SHOULD. IT WOULD HELP A LOT OF PEOPLE TO ATTEND.

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2072 THE ADVERTISING GAVE AN INDICATION OF PEOPLE SITTING IN A GROUP AND SHARING FEELINGS, WHICH COULD SCARE PEOPLE.

2077 WOULD LIKE TO SEE A SUPPORT GROUP FOR KIDS THAT HAVE GONE THROUGH, OR ARE GOING THROUGH SEPARATION OR DIVORCE. WOULD BE GOOD FOR THEM TO REALIZE THEY ARE NOT ALONE IN GOING THROUGH THIS AND HAVE SOME PEOPLE TO TALK TO ABOUT IT. AN EXCHANGE PLACE WOULD BE HELPFU IN RELIEVING SOME STRESS THAT PARENTS MAY HAVE WHEN PICKING UP OR DROPPING OFF THEIR KIDS. WOULD BE GOOD IF IT WAS RUN BY AN OFFICIAL AGENCY, LIKE GOVERNMENT, RCMP OR CHILDREN AND FAMILY SERVICES. IT WOULD CUT DOWN ON POTENTIAL CONFLICTS IN FRONT OF THE KIDS, BETWEEN THE PARENTS.

2088 GLAD IT WAS PROVIDED FOR US AND I WAS VERY HAPPY WITH IT. DEFINATELY RECMOMMEND IT TO ANYONE GOING THROUGH SEPARATION AND DIVORCE.

2092 THE OTHER PARTICIPANTS WERE QUITE YOUNG AND THERE WAS NOT MUCH INTERACTION BETWEEN THEM. WHEN PEOPLE ASKED QUESTIONS THE FACILITATORS MADE THEM FEEL COMFORTABLE AND WELCOMED QUESTIONS.

2093 IT WAS A VERY HELPFUL WORKSHOP AND A I WOULD RECOMMEND IT TO PEOPLE.

3010 [UNUSUAL CIRCUMSTANCE: SHE WENT TO THE WORKSHOP BECAUSE SHE IS TRYING TO GET HER CHILD BACK FROM HER SISTER WHO LEGALLY ADOPTED HIM. SO, SHE WANTED TO UNDERSTAND THE SEPARATION HE WOULD FEEL LEAVING HIS ADOPTED MOTHER (HER SISTER).

3014 I THINK ITS GREAT. I DEFINITELY SUPPORT THIS WORKSHOP.

3017 THEY SHOULD MAKE THIS MANDATORY. THEY SHOULD ALSO HAVE A WORKSHOP FOR THE KIDS. I WAS VERY SATISFIED. THEY DID A WONDERFUL JOB.

3022 I WOULD HIGHLY RECOMMEND IT. IT WOULD BE GREAT IF BOTH PARENTS WENT. EVEN IF YOU ARE THINKING OF SEPARATING, GO TO THIS.

1029 I HAD FOUND OUT ABOUT THIS PROGRAM AFTER MY DIVORCE. IT WAS REALLY A FOLLOW-UP ON WHETHER I CROSSED ALL MY T'S AND DOTTED ALL MY I'S.

1035 [In response to question Q.6.3]: THIS WAS A WEAK POINT IN THE WORKSHOP. THERE WAS SO MUCH INFORMATION THAT I WAS GETTING LOST. THEY NEED A SEPARATE EVENING FOR LEGAL ASPECTS WHERE NO EMOTIONS ARE BEING INTRODUCED. NEEDS TO BE MORE BUSINESS-LIKE. IT WAS HARD TO FOLLOW WHEN EVERYONE WAS TALKING WITH EMOTION ABOUT THEIR SITUATION. I HAVE HAD TO GET A LAWYER AND WE WILL BE GOING TO COURT. I TRIED TO SUGGEST OTHER ALTERNATIVES TO COURT, BUT MY EX WAS NOT WILLING TO TRY ANY.
THERE NEEDS TO BE WORKSHOPS ON SPECIFIC TOPICS. FOR EXAMPLE, YOU NEED ONE EVENING WHICH IS CHILD-FOCUSED AND ONE EVENING WHICH IS A FINANCIAL DISCUSSION AND SO FORTH.

1043 GENRALLY, MY FEELING ABOUT THE WORKSHOP IS POSITIVE. IT WAS GOOD, BUT IT HAS BEEN OVER A YEAR SINCE I TOOK THE PROGRAM, SO IT IS HARD TO HAVE SPECIFIC IDEAS ABOUT WHAT NEEDS TO CHANGE.
THROUGH MY OWN INVOLVEMENT [WITH HEALTHY FAMILIES] , I ALREADY KNEW THESE THINGS. I AM ALWAYS INFORMED OF THIS. THE WORKSHOP WAS JUST ANOTHER SOURCE OF INFORMATION. [OTHER LEGAL OPTIONS] ONLY WORKS IF BOTH PARENTS ARE INTERESTED.

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1050 I THOUGHT THAT IT WAS MOSTLY GEARED TOWARDS PARENTS GOING THROUGH SEPARATION OR DIVORCE. IT WOULD HAVE BEEN BETTER IF IT WAS ALSO FOR PARENTS WHO ARE ALREADY SEPARATED OR DIVORCED. IT DIDN'T REALLY APPLY TO OUR SITUATION. MY BOYFRIEND AND HIS WIFE HAD ALREADY SEPARATED AND HAD BEEN FOR A YEAR OR SO. THE WORKSHOP HAD MORE TO DO WITH THE PROCESS OF GETTING SEPARATED AND THE IMPACT ON THE KIDS. THE MATERIAL WAS ALL GOOD, BUT JUST DID NOT APPLY TO OUR SITUATION.

1065 I FOUND THAT THE WORKSHOP WAS JUST DIFFERENT FOR ME BECAUSE I WAS SO YOUNG. ALSO, THERE WERE DIVORCING COUPLES THERE AND THEY WERE SHOOTING GLARES ACROSS THE ROOM AT EACH OTHER. IT WAS NOT LIKE THAT FOR ME BECAUSE MY EX WAS NOT THERE. MAYBE COUPLES SHOULD NOT ATTEND TOGETHER.
IT WOULD BE NICE IF SOMETHING EXISTED FOR LOW INCOME FAMILIES TO GO THROUGH AFTER TAKING THIS COURSE. MOST CAN'T AFFORD MEDIATION, BUT MAYBE SOMETHING PEOPLE COULD PAY A ONE-TIME FEE FOR WHICH WOULD BE SIMILAR TO MEDIATION. OR SOME KIND OF A FOLLOW-UP AFTER THE COURSE TO MAKE SOME PEOPLE UNDERSTAND THE MATERIAL PRESENTED.

2047 I WAS IN AN ABUSIVE RELATIONSHIP AND I FOUNDTHE WORKSHOP NOT VERY HELPFUL IN THIS SITUATION.

2065 I FOUND THAT THE WORKSHOP FOCUSED MORE ON HOW NOT TO ACT AROUND THE CHILD.

2049 OVERALL, I THINK THE MATERIAL WAS GOOD, BUT THE PRESENTATIONS COULD USE SOME WORK.

2056 THEY NEED TO HAVE SOMETHING WHERE YOU GO AND WATCH AS OPPOSED TO PARTICIPATING. IT'S JUST SO EMOTIONAL; IT WOULD BE EASIER.

2094 I AM GLAD I ATTENDED AND I KNEW SOME PEOPLE THERE, SO I FELT COMFORTABLE. IT WAS A VERY HELPFUL WORKSHOP.

2095 WOULD PERHAPS BE HELPFUL TO HAVE SOME SUPPORT FOR DADS GOING THROUGH SEPARATION OR DIVORCE AS TEHRE SEEMS TO BE QUITE A BIT FOR MOMS, BUT NOT MUCH SUPPORT FOR DADS. I TOOK THE FIRST WORKSHOP AND FOUND IT VERY HELPFUL, BUT WOULD HAVE LIKED THE OPPORTUNITY TO ATTEND THE LONGER WORKSHOP A WEEK OR SO AFTER THE 3-HOUR ONE.

3009 WE NEED MORE GAS MONEY THAN THIRTY DOLLARS TO COME FROM WATSON LAKE.

3017 THEY SHOULD MAKE THIS MANDATORY. THEY SHOULD ALSO HAVE A WORKSHOP FOR THE KIDS. I WAS VERY SATISFIED. THEY DID A WONDERFUL JOB.

3019 THE WORKSHOP SHOULD HAVE MORE LEGAL POSITIVE SUPPORT FOR MEN.

3022 I WOULD HIGHLY RECOMMEND IT. IT WOULD BE GREAT IF BOTH PARENTS WENT. EVEN IF YOU ARE THINKING OF SEPARATING, GO TO THIS.

Appendix 2

Appendix 2.1 Family Law Lawyer Survey and Summary of Responses

For the Sake of the Children Parent Education Evaluation Lawyer Survey

(number of respondents = 7)

1. **What is your knowledge of and/or experience with the 'For the Sake of the Children' Parent Education Workshop?**

   - Advertising, program presentation to lawyers, and I review [course] material.
   - Have not attended. Have many clients who have attended and provided feedback.
   - I have attended workshops as a lawyer and I now do workshop facilitation.
   - From clients.
   - Have not participated myself. Am aware, generally, of nature of program. Refer clients to it regularly.
   - I have referred a number of clients an heard a presentation from the staff about the program.

2. **Given your experiences with the 'For the Sake of the Children' Parent Education Workshop how likely is it that you would recommend it to a client?**

   (Please circle the number which reflects the likelihood you would recommend the course to a client)

   Very Unlikely ... *Very Likely*

   1 2 3 4 5 6 7 8 9 10

   Please explain why you gave it the score you did?

   9

   - Valuable program. Useful tool to help clients deal with issues of separation/divorce. Usually recommended by Court/Judges.
   - I have heard positive feedback from clients and often feel that my clients need support/information that I am not qualified to provide.

   10

   - Clients have generally expressed satisfaction with the course.
   - I am more likely to always recommend it to parents of younger children (i.e. under 15) as it seems especially relevant.
   - I have had many clients tell me how valuable the course was for them. I have not received any negative feedback from clients.
   - Refer all clients with children.
   - I believe that it should be mandatory.

3. **From your perspective as a family law lawyer, what do you see as the value of the 'For the Sake of the Children' Parent Education Workshops?**

- Valuable program. Useful tool to help clients deal with issues of separation/divorce. Usually recommended by Court/Judges.
- Provide education on the effects of separation/divorce on children and how to ameliorate these effects.
- It provides parents with a different perspective on how to view their former partner. It also focuses on disengaging from the parent-parent relationship and makes parents consider consequences on child-parent relationship.
- Improved communication between parents, recognition of the negative impact of fighting between parents on the children, a decrease in anger toward the other parent and a refocusing of energies on the children instead of a focusing on the "fight".
- Assisting parents in understanding what their conflict/separation does to their children - with the hope that they will do what they can to minimize the negative effects on the children.
- Offering a chance for clients to share their experiences, providing modeling of how to talk with each other and kids post-separation [and the course] provides information about resources in the Yukon.
- I believe that the value, or primary value is that it re-focuses the often volatile emotions of the parents, onto the best interest of the children.

4. Have you observed any changes in your clients after they have attended any of the workshops?

Yes

- Some of them seem to appreciate better the issues from their child's point of view. Better able to understand impact of their behavior on children.
- More willingness to negotiate with ex-spouse. More willingness of how their behavior impacts children.
- It seems to reinforce in more concrete terms the potential impact of divorce on kids, rather than a theoretical "this might be tough on the kids", they see the actual effects that some kids experience.
- Improved communication between parents, recognition of the negative impact of fighting between parents on the children, a decrease in anger toward the other parent and a refocusing of energies on the children instead of a focusing on the "fight".
- Greater willingness (sometimes) to be reasonable/negotiate.
- Not usually more understanding of law, more willing to facilitate access and support, more focus on children rather than anger at ex-spouse, and more long-term planning rather than short-term reacting to situation.

N/A

- [Not Applicable] because I have had no family law clients. I have, however, heard from my clients that have attended and it has been beneficial.

5. Please provide any other comments or suggestions about the workshops?

- Should not be mandatory – will change dynamic [that] voluntary participation encourages those that really want to attend. Resources would need to be available to offer workshop more regularly if mandatory.
- More information on effects on infants/toddlers. Ensure participants know which lawyer is presenting. Have more frequent workshops.

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- They appear to be increasingly well attended, and they provide an important means of getting messages across to parents that aren't really listened to if they come from the parents' own lawyer.
- Consult with the bench and bar regarding whether to make the workshops mandatory. Conduct a session for lawyers and/or judges to attend.
- I think timing is very important as there is a window "post-breakup" and before "litigation fatigue" where it is very helpful so I would say holding them through-out the year is very important.

Appendix 2.2 Family Law Lawyer Focus Group--Abridged Transcript

(number of participants = 3)

Who is most likely to benefit from the 'For the Sake of the Children' Workshop?

Resp #2: … the short answer is, from my perspective, the people who already are inclined to be reasonable and that have already decided that they want to put the children's issues first and that's the most important, either have gone without my even mentioning that there is such a program or as soon as I mention it they are invariably the ones that go. That's the biggest group from mine. The second would be the ones that want to get Brownie points in court. So they know that it's going to look good if they go, but even that group gets something out of it. The group that don't go and that I haven't been able to successfully get to go are the ones that are still in such an anger mode that they're just going fight no matter what. So they're really not interested in anything that a course has to teach them.

Resp #1: Yeah, when there are sessions being offered I will usually try to figure out from the client files I have at that time who I would recommend go. I recommend it to everybody, but the people that tend to go are ones who probably didn't need to be told or didn't need to be encouraged to go. They need to know when it was and they're happy to find that out and then they usually go; no problem. Others will – I've never had a client who I've recommended go to it, refuse, frankly. I have a – sometimes they've developed a conflict so they haven't been able to make it, but anybody who has had their schedule available to go to it has usually gone.

… but I think even clients who may be going for the wrong reasons, which is that this is going to make me look better, still get stuff out of it, because I'll usually ask them about it afterwards whether it's changed their sort of point of view; whether we should reconsider how we're approaching something. And there sometimes will be changes in that regard.

Resp #3: I only recently started practicing and so far I've recommended it to clients and they've always been really keen on going and what I've found is that it's a nice way for them to also discuss it with their former partners or with the other parent and, this group, try and commit the other parent to go. So far in my experience it's been – my clients have been keen and they're trying to convince the other parent to go, and so it acts as bit of talking point. I haven't had anybody so far that's gotten to the point of being interested in going only because it would be something that the court would view favourably. I haven't had that experience.

How do you present the Workshop to clients?

Resp #1: … in terms of how you present it to the client, it's a worthwhile workshop, it's helpful for them in learning how to deal with issues particularly pertaining to their children and they – you know, and some who may be a bit reluctant you do add the benefit that it's a program that viewed favourably by the court. So if you've been to the program we're certainly going to be making a point of that, both with the other side and to the court if it gets to a court application.

Appendix 2

When your clients go to the Workshop and come back, what kind of change, if any do you notice?

Come back with a Different Perspective

Resp #3: From talking with them about it, it seems like it gives them a different way of looking at the issue. Like, it takes it away from being this issue with one other person and it kind of broadens it out into a triangle where the kids are actually a part of it, is what it seems like. I mean that's simplistic, but at the same time I think it makes them stop viewing it as: everything this guy does or this woman does is just to piss me off and make things difficult for me. And it becomes more about why is this argument happening or what can do to lower that tension sort of thing, so. I think it's helpful in that way; that it stops it from becoming a fight, almost, before it necessarily gets escalated, for my clients anyways so far.

… especially the analogy of the business relationship rather than the sort of personal relationship. That really seems to help. I've had a couple clients where they're split really soon after a baby's been born and its sort of the starting point for them is they haven't been partners and parents at the same time. So to convince them right off the bat to start looking at it as a business relationship seems to be pretty helpful.

Learn Something New

Resp #2: For some, they actually have learned something that they didn't know before. The comments I hear are mainly about the video where the children are speaking. That seems to be pretty powerful for most people and it just brings it home to them that, "Oh my God; the kids that are actually witnessing this and thinking about this." For others, a very common comment is, "Well, you know, it was a good course and you know, it was good to refresh my memory on these things and these are important, but what's really frustrating is: I look around this room and these are all the people who do, are willing to get along and communicate and all the other people who aren't, aren't here."

Misery Loves Company

Resp #2: And for some them it just reinforces that they're doing…

Resp #3: That they're doing well, yeah.

Resp #2: And they hear – I mean, a couple of comments that I've heard is, "I thought my situation was bad until she heard some of the stories." "Now, I feel better, but."

Resp #2: …misery loves company, so, you know, it is – you know you're not in alone. It's not just your peculiar situation.

Helpful in Settling Differences

Resp #1: I think it's helpful to getting people to settle on their differences, sure. Whether that's through counsel or through themselves – I've had clients who've both attended who have literally gone to coffee after the session who've come to me the next day with the deal they worked out. And I'm like, "Great. Good for you."

Helpful in Negotiating Access to children

Resp #1: One of the things in the program that is helpful to some clients is the whole developmental chart about, you know contact after separation; what's appropriate given the age ranges, because if you're dealing with a 10-year-old it's going to be a different schedule of access than if you're dealing with a 6-month-old. And that's one bit of the program I know that clients – I've referred clients to it because I think they need to understand it and it's made their access requests maybe more reasonable. Like with that 11-year-old, asking to have the child live with you every other week probably isn't the best

plan for the kid and…

Resp #3: On the flip side I've noticed too is that parents who are very reluctant to let their young children have any access with the other parent might become more rational about it too.

Provides other ways to talk with former partner about the children

Resp #3: No, and if nothing else though, I think it does – even where you have a parent where who's extremely encouraging of the idea of considering the children and everything like that, they don't always know how to phrase it so that it comes across to the other parent in that way. And so, I think there is some benefit even if the other side is absolutely not willing to go to something like these parenting workshops. Then at least it gives them different phrasing for things when they are speaking with a parent and so. I don't think it's entirely a bust if only one side goes.

Binder full of information

Resp #1: Well, there's the practical, too. I mean the clients come away from it with a binder full of information, that they have the materials, they have other brochures, they have other – there's a great publication the federal government – called *Life Goes On; Parenting After Separation*. It's sort of helpful tips and developmental issues and things for parents dealing with their children. There's information there about the services available in the Yukon. There's – and I you know, clients will come to their meetings with the binder in-hand. And I have extra copies of the materials that clients can't make it to a session or there isn't one coming up soon, I'll give them copies of the material. It's probably not as affective as actually going to a session, but I mean at least they have the written material available to them

Echoes of Frustration

Resp #3: But you definitely do hear echoes of that frustration. Like, when - I've been starting to do the facilitation as well and I did one workshop and that woman came up to me afterwards and like, "But I'm here, but my ex isn't and he's the one." And I'm like, "Yeah, oh yeah. I understand." And you could just tell she was like, "How can get him to go?" I said, "There's nothing you can do really, but…"

… It's a small town. We run into that stuff all the time and you know, the difficulty is that the people who don't want to go to it, that probably need it the most, there's not anything – there's not going to be anyway to send them. Like, there's not going to be anyway to make them – you can lead them to water, but you can't make them think.

How do your clients put what they learned in the Workshop to practice?

Resp #2: So, how do you put that into practice? Like, now I know, well, a lot of them knew before, but you know gave them perhaps a new language to use or some new skills to use, but the frustration continues with the dad or the mom that isn't there and doesn't want to communicate properly and still wants to drag the kid into the middle of it. So that's probably the biggest [challenge]

Should the Workshop be made mandatory or remain voluntary?

Don't make the program mandatory

Resp #1: … I've made a negative recommendation in the sense of I don't think it should be made mandatory because I know that's something that the courts are thinking about and we've had a couple meetings with courts about. Because, a couple of things; one is, and I've alluded to this, one is a resource issue. If it's going to be a mandatory program that parents have to take before – and we've

never really been too clear about what the 'before' is – like 'before' you can bring an application to court, 'before' you can conclude the proceeding, 'before' you can start the proceeding, 'before' what? But whatever it's before, make sure there are lots of programs available for parents because if you happen to separate in May and they take a break for the summer so you can't take the program until September, you know, are we all sort of held up while we're waiting for that? I also think it would change very much the dynamic of the people that attend because we're going to have a group of people there that got their arms crossed saying, "I'm here because I have to be." It's going to change the benefits available to those that are actually there of their own volition. So, I mean, that's my own particular point of view. Other lawyers feel differently. We're not too sure where the judges are at on it.

You know, certain jurisdictions have mandatory parenting after separation courses, mandatory sessions. I ah – in the Yukon you've got a set of Family Law lawyers I think that are very settlement oriented. None of us that I can think of are sort of inclined to just rush matters into the courts. We're, you know, everybody settle down, take your time. Let's see whether this either separation is going to be permanent. Let's see whether it's not something that can't be worked out. Let's see if it can't be worked out whether – what it's going to look like after the separation can be worked out. So we don't tend to get a lot of stuff being rushed into the courts. And that's a phenomenon in part at least of the local lawyers. I mean a couple of lawyers in town who are very aggressive could change that dynamic, but we don't have that at the moment.

Workshop Provider Perspective

Resp #3: I think too, from a facilitation perspective, it's probably at its carrying capacity right now for the number of lawyers doing it. [Two facilitators] both got very overworked doing it I think and [the new one] has started doing, but I couldn't do it much more than – I mean I'm doing it once every 3 or 4 months, but it's sort of outside of your work time. Sometimes it's on weekends. Like, so it's a big chunk of time to prepare for it and be there and if it was something where if it became a monthly thing, where like once-a-month I'd be chopping a night out to do that sort of thing, I don't think I'd be willing to do that, so.

Resp #3: Yeah, and I think from the Family Services perspective too; the people who come from Family Services to facilitate it, I think they find coming anymore, because they're also doing it outside of their job description. From the sort of comments that were made when we were sort of planning out the schedule for the winter they seemed pretty maxed at the idea, because they're also doing the 6-hour one, which is even longer and that's a big chunk of time.

Resp #1: Well one of the issues from the service providers, when the mandatory discussion was had, was the funding side of it, right? Because of the nature of the funding they couldn't plan longer than a fiscal year ahead, right? It was, "Okay, we have the money for this year. Okay, we have the money for next year." So, that's an issue with respect to a lot of that nature, a lot of program funding like that, is how to get more secure funding in place so that they know that they've got a 5-year time horizon or something that they know that they can provide, where they'll be expected to provide the service for a period of sometime in the future. And the cooperation between Yukon Family Services – I don't know to what degree the College is still involved or not, but they were involved with it as well. So that sort of coordination is important.

Workshop Participant Perspective

Resp #3: But I also agree that I don't think it should be mandatory. I did some work with a family court in Nova Scotia where it is mandatory and the service level is much lower. The forcing people to go I think makes even people who might have considered it on a voluntary level reluctant to do it, and it makes them feel like they're being taught how to parent rather than getting some tips about what might make it easier on their kids. I think it changes a little the way people go into the workshop.

Appendix 2

Will making the workshop mandatory save Court time?

Resp #1: "Do we save court time?" There's very little court time at the moment that's being eaten really, really lengthy contested matters; maybe more than the judges like, but compared to the number of files that we have active versus what we end up in court over, at least for me it's a very small percentage and I think it's a case for most. So, of the ones that still go ahead – they, honestly it's probably not going to reduce too many of those because those are the high conflict cases. Those are the ones that intending a parenting course isn't going to diffuse the situation enough, but it's still helpful. People reach a point where they either get tired of fighting with or without lawyers or they financially don't have the resources to continue the battle. Where what they heard or learned at the session if they went to it starts to seep into their thinking and they start going, "Okay, okay, right. I should be…"

Any other recommendations about changes to the Workshop or Program?

Provide more information on the impact of separation/divorce on infants and toddlers

Resp #2: The other one I've just recently heard: that the people would like to see something more about infants and toddlers and the possible effects that it could have on them, because they seem to think that was a blank that - and they're really looking for that because obviously it's harder to gauge from a child that young what effect it's having, but they suspect there is an effect and they'd like more information on that.

Provide the names of the Workshop Facilitators at registration

Resp #3: And then a couple of other things that again recently come up, because they've changed the people that are now presenting the course, is that people when they signup really need to know who the lawyer is. Because at the last one a couple of my clients were there, and the lawyer giving it was on the opposite side of the file and they were really uncomfortable. Not that anything was said. It was just an uncomfortable situation to not know ahead of time that this is who was going to be teaching the course. So that would be helpful because then, you know, they could pick and choose the course that they want to go to.

Resp #1: That same session, my client had the reverse effect.

Resp #3: Oh, really?

Resp #1: The lawyer on the other side [of my clients case] was teaching it and [my client] was quite intrigued by this lawyer's comments and how it sort of reflected on how things were going on their file, or his file, so. Yeah, he walked up and introduced himself to the instructor at the end of end it and said, "Hi, I'm so and so." The lawyer was like, "Oh, oh." [Laughter] "Yeah, I just wanted to say that I really think that – I appreciated your remarks and think that my wife's in good hands with you." [Laughter] And the guy said, "Thank-you." [Laughter]